REPORT RESUMES

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IMPROVING EDUCATIONAL OPPORTUNITIES OF THE MEXICAN-AMERICAN, PROCEEDINGS OF THE TEXAS CONFERENCE FOR THE MEXICAN-AMERICAN (1ST, SAN ANTONIO, APRIL 13-15, 1967).

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PROCEEDINGS OF A 1967 TEXAS CONFERENCE ON IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS ARE INCLUDED IN THIS REPORT. SPEECHES, COMMENTARIES, A PAPER, RECOMMENDATIONS, AND RESOLUTIONS ILLUSTRATE THE STATED GOALS OF THE CONFERENCE--(1) TO IDENTIFY AND DEFINE BARRIERS FACED BY MEXICAN-AMERICANS IN SCHOOLS AND COMMUNITIES IN TEXAS, (2) TO SHOW AND DISCUSS SOME OF THE PROGRAMS UNDERWAY AIMED AT ENHANCING BILINGUAL EDUCATION, (3) TO FOCUS ATTENTION ON PROBLEMS REQUIRING IMMEDIATE SOLUTION, AND (4) TO DEVELOP A PLAN OF ACTION FOR THE DISSEMINATION OF INFORMATION AND STATISTICAL DATA TO REMOVE EXISTING BARRIERS AND FIND SOLUTIONS TO THE PROBLEMS. NAMES OF THE CONFERENCE SPEAKERS AND SPEECH TITLES ARE LISTED IN THE TABLE OF CONTENTS. SOME EXEMPLARY DEMONSTRATION PROGRAMS DEALING WITH BILINGUALISM CONCLUDE THE DOCUMENT. (SW)

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TEXAS CONFERENCE FOR THE MEXICAN-AMERICAN

Improving Educational Opportunities

Southwest Educational Development Laboratory
Inter-American Education Center
Texas Education Agency

proceedings

RC 001 534

TEXAS CONFERENCE FOR THE MEXICAN-AMERICAN

IMPROVING EDUCATIONAL OPPORTUNITIES OF THE MEXICAN-AMERICAN

Proceedings of the First

Texas Conference for the Mexican-American

April 13-15, 1967

San Antonio, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Dwain M. Estes and David W. Darling

Editors

PREFACE

In October of 1966, the National Education Association sponsored a conference on "The Spanish-Speaking Child in Schools of the Southwest" in Tucson, Arizona. The plan of action resulting from that conference called for holding similar conferences in the States represented. State Senator Joe Bernal, Dr. Joe Cardenas and Mr. Nick Garza of San Antonio were charged by the Texas group to design and organize such a conference to consider Texas problems.

From their planning and work emerged the first Texas Conference for the Mexican-American: Improving Educational Opportunities. The four primary goals of this Conference were:

—To identify and clearly define barriers faced by Mexican-Americans in schools and communities in Texas.

—To show and discuss some of the programs presently underway which are aimed at enhancing the bilingual education of the young Mexican-Americans.

—To focus attention on problems that have not been solved and which require immediate attention.

—To develop a plan of action for the dissemination of information and statistical data to remove these barriers and to find solutions to these problems.

Many people made this Conference possible. Special credit is due to Senator Joe Bernal, Conference Chairman, for his untiring efforts in the seemingly endless tasks involved in such an endeavor. Sincere appreciation is expressed to Dr. Joe Cardenas and Mr. Nick Garza, as well as to the other members of the Planning Committee (Mr. Rogers Barton, The Reverend Henry J. Casso, Mr. George A. Gonzalez, Mr. E. Oscar Hakala, and Mr. William Kinniell) for their support and guidance. A special word of appreciation to Miss Margarita E. Mata, Conference Secretary, is most assuredly deserved for her assistance in every phase of the work. Particular thanks must go to all the speakers and commentators who appeared on the program, in addition to the teachers and students who took part in the project demonstrations. Acknowledgement is made of the very fine cooperation of the U. S. Office of Education.

Our thanks go to Miss Julie Cripe, Miss Sally Jones, Mrs. Barbara Pitman, and Mr. Mike Cantu for their assistance in the editing and proof-reading of this work. We are grateful to the Southwest Educational Development Laboratory, and particularly to Mr. William Kinniell, for the printing of these Conference Proceedings.

Lastly, it is with a deep sense of gratitude that we recognize the contributions of the four sponsoring agencies — the Inter-American Educational Center, the Southwest Educational Development Laboratory, the Texas Education Agency, and the Hogg Foundation — that made both the Conference and the subsequent publication of its proceedings possible.

DWAIN M. ESTES
DAVID W. DARLING

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INTRODUCTION

The Honorable Joe J. Bernal
Texas State Senator

A sincere welcome and "Bienvenida" to San Antonio and to the First Texas Conference for the Mexican-American. This is the first of this type ever to be held in the State of Texas.

As Chairman of this Conference, I would first like to express, on behalf of the Planning Committee, my appreciation for the assistance and support given us by the Inter-American Educational Center, the Southwest Educational Development Laboratory, and the Texas Education Agency.

Last year, the National Education Association sponsored a Conference, "The Spanish Speaking Child in the Schools of the Southwest," which was held in Tucson, Arizona. The plan of action resulting from this 1966 symposium called for the holding of similar conferences in the states which were represented. A group of 25 representatives from Texas called on three of us to carry out this plan of action that has resulted in this "Texas Conference for the Mexican-American: Improving Educational Opportunities." The other two members of that original committee who started the planning are Dr. Joe A. Cardenas, Chairman of the Department of Education at St. Mary's University; and Mr. Nick Garza, Principal of J. T. Brackenridge Elementary School, in the San Antonio Independent School District.

Realizing that much work was involved, the original committee saw fit to ask, and did receive the support of the three sponsoring organizations mentioned previously. The committee was further expanded. The following committee members were of tremendous assistance in the planning of this conference: Rogers Barton, Associate Commissioner, Office of Planning, Texas Education Agency; The Reverend Henry J. Casso, Episcopal Vicar for Urban Ministry, Archdiocese of San Antonio; Mr. George A. Gonzalez, Project Manager, Instructional Systems Development, Inter-American Educational Center; Mr. E. Oscar Hakala, Director of State and Federal Programs for the San Antonio Independent School District; and Mr. William Kinniell, Associate Director Dissemination, Southwest Educational Development Laboratory.

Lastly, I would like to introduce Dr. David Darling, Director of the Planned Change Component of the Inter-American Educational Center who has so ably served as Coordinator for this Conference. I wish to personally extend my appreciation for all the fine work that he has done in making this Conference the success that it already is, as is indicated by seeing so many of you in attendance this afternoon. As is always the case, there are many, many more people to whom we owe our thanks and appreciation, but it would be impossible to name each one individually.

After years of waiting, after several months of planning, and days of research, we are today drawn together on this historic first on the Texas scene. For so many years the problems, educational, economic, social, and political, of the Mexican-American have been obscured and literally lost in a maze of apathy, ignorance, and fear. Now, as never before, we have become acutely aware of the majority-minority in our area. Those of us who have been actively involved, and who have addressed ourselves to these problems from a standpoint of personal experience, realize that the answer must ultimately be *equal educational opportunities for all.* Only when the people of our State, and their leaders, become actuated into programs which would improve educational opportunities for all, will any significant progress be realized. This is why the full impact of this Conference will not be felt with our meetings. The importance of this Conference will be achieved in what we carry back with us after having fully participated and shared in an exchange of ideas with our excellent speakers, as well as with other conferees. We hope, for instance, to identify and define the barriers faced by Mexican-Americans in school and communities. We need to take a good look at some of the programs presently underway which are aimed at enhancing bilingual education of the young Mexican-American. We would seek to attack those problems whose solutions seem insurmountable and which require immediate attention, and perhaps most importantly, to evolve a plan of action to solve the problems we face.

For some who may be sensitive to the use of the word "Mexican-American," let me digress and simply say that for the sake of defining a problem area, it must be done. I have been to many meetings where the most heated discussions occur in this particular area. Some would choose to call the Mexican-American just plain "American." I am 100 percent with you! But again let me say that there are problems that are peculiar to our group and for the sake of study, and for the sake of attempting to solve some of these problems, we have found it expedient in choosing this term to designate our ethnic group. Until we are able to bring about corrective measures in the areas of equal educational opportunities for all people, I see a necessity for this terminology. Some possibly would like to recognize us as "Mejicanos" which sounds quite romantic. Here again, I would agree. Frankly, I would also agree to being called Spanish-American, American of Mexican descent, Indian-American, Hispanic-American, Spanish-surnamed, White with Spanish Surname, Brown Power, or "Pochos"; you name it. "No mas que lo diga con respeto." You would hurt my feelings, however, if you were to use such derogatory terms as Pepper Belly, Greaser, Meskin, or even Latin American. We no longer have the poll tax in Texas!

In my opinion, the goal that each and every one of us should strive for should be the eradication of hyphenated Americans so that we would all simply become Texans and just plain "Americans."

It has been said that a journey of a thousand miles begins with a single step. This Conference is just such a step, a step in the right and desperately needed direction. Never before in the history of our State have so many prominent leaders combined their efforts to face these problems together. This in itself is of major significance. First, there was the Tucson Conference, an experience from which all who participated emerged with greater understanding and a more sensitive and rational approach to the problem at hand. Not only was the Tucson Conference the spawning ground for our own Texas Conference, but it also set the pace for our subsequent work and planning. Today, we meet in the realization of those goals, to focus on the problem of a greater understanding of ourselves and of our community. The success of any group discussion hinges largely upon the quality of those participating. We are indeed fortunate in having a dedicated group of men and women who have devoted themselves and their work to the problems we shall consider in this gathering.

Our keynote address by Dr. Nolan Estes, Associate Commissioner for Elementary and Secondary Education, U. S. Office of Education, should not only be informative, but should help us fully realize that our national government does recognize the need to provide adequate educational opportunities for *all* American children, so that they may *all* reach their maximum potential commensurate with individual abilities.

We have inequality of education. This inequality is ostensibly demonstrated in our own community wherein Edgewood Independent School District, having approximately 21,000 scholastics (mostly Mexican-Americans) receives one and one-half million dollars through local taxes, whereas on the other hand, the Northeast Independent School District, also in this locale and with approximately the same number of students, is able to collect three and one-half million dollars through local taxes . . . a ratio of 7 to 1. Although we do have these inequities, we do have a formula under the Minimum Foundation Program in the State of Texas to equalize this situation, but does it really?

Similar inequities exist between states just as they exist between school districts. We have, for example, in Texas a $449 current expenditure per pupil in 1966-1967. In comparison, the State of New York spends $912 per pupil, and the State of Alaska $887. *In all fairness, however, I should point out that Texas does* rank 34th in per capita personal income for the year 1965. Another revealing statistic is shown by the 1964-65 expenditures in support of elementary and secondary education. New Mexico ranked first, spending 5.6 per cent of its personal income in this area; Texas ranks 25th, spending 3.9 per cent of its personal income for elementary and secondary education.

According to a study made by Robert Lampman, the correlation between two most important factors as that of *low income and low education,* is .67 per cent. The Mexican-American of the Southwest has been the unfortunate possesser of both *low income* and *low educational achievement.* We have had to overcome not only the old one-room country school, but the old one-room Mexican school. Not only must we overcome poverty, as the Appalachian citizens are now doing, but we have to cope with bridging cultural and linguistic barriers.

Whether poverty came first (one out of every two white Spanish-surnamed families, according to the 1960 census, has an income under $3,000), whether it was the low educational achievement which came first (eight out of every ten Mexican-Americans over 25 years of age in Texas have not finished high school), is irrelevant. We should welcome the attempt by our national government to provide, through the Elementary and Secondary Act, programs geared towards adequate educational opportunities.

Per Capita — Personal Income — 1965		
Connecticut	$3401	1st
California	$3258	6th
U. S.	$2746	—
Colorado	$2710	20th
Arizona	$2370	32nd
Texas	$2338	34th
Mississippi	$1608	50th

Expenditures for Elementary and Secondary Education in 1964-65 Per Cent of Personal Income in 1964		
New Mexico	5.6%	1st
Arizona	4.7%	8th
Colorado	4.2%	13th
California	4.0%	20th
Texas	3.9%	25th
U. S.	3.8%	—
Massachusetts	3.0%	50th

Following Dr. Nolan Estes' remarks, we will be privileged to hear from Dr. J. W. Edgar, State Commissioner of Education, who should give us a first-hand report of the major aspects and current achievements of public education in Texas. He may want to report to you the progress Texas has made regarding (1) International Education (funded under the Elementary and Secondary Act of 1965), (2) our State plans for Distributive Education, (3) our State Work-Study Program initiated during the 1964-66 Biennium, designed to help students in need of earnings from employment to continue their education, (4) our State's Manpower Development and Training Act which provides training or retraining of the unemployed and the under-employed youths and adults, (5) our pre-school program for non-English-speaking children, (6) the Texas project for the education of migrant children, and (7) the special programs for the educationally deprived children. He may choose to discuss the provisions of the Elementary and Secondary Act, which encourages (8) multi-district cooperation to assist in a number of special programs, (9) school district consolidations, (10) public school financing relative to participation by local districts, the states, and the Federal Government. Lastly, perhaps we should seek discussion with Dr. Edgar concerning (11) our State's involvement under Titles I-V of the Elementary and Secondary Act, as well as (12) NDEA, (13) school lunches, and (14) special milk programs.

As a former teacher with 14 years experience in the classroom, I cannot stress enough the primary and vital importance of educational reform. There has been a good deal of discussion as to whether educational improvement should come before or after economic improvement. I have always felt that an argument of this nature is pointless. Education is the foundation upon which economic opportunity is built and is now the indispensable medium for survival and progress in this country. But, I assure you that if mamma and papa don't furnish the milk and beans at home, the child will find it extremely difficult to sit and listen to a teacher talk about double negatives in English or about how Columbus crossed the ocean blue in 1492! Providing educational change is a time-consuming operation, the effect of which may not be felt for years.

I am reminded of the man who wanted a tree planted on the grounds of his estate. His gardener informed him that the tree, which would not mature for one hundred years, need not be planted immediately. "If that be true," said the master of the estate, "we haven't a moment to lose . . . we plant this very afternoon." I would hope that Dr. Edgar, as well as our other speakers, might bring us news of successful programs already underway and those which we might well plant "this very afternoon."

This evening, we will be privileged to hear the Honorable John Connally, Governor of Texas. His message will be of extreme importance. The Role of State Government in Improving Education offers our best hope for success in the problems of education. State government has been historically reluctant to commit itself in many areas desperately in need of improvement. For example, did you know that it wasn't until 1915 that our State adopted its first Compulsory School Attendance Law requiring children from 8 to 14 years of age to attend school unless they were properly excused; or that the Texas Education Agency, through the Gilmer-Aikin Laws, was created in 1949 and that our 21-member elected State Board of Education was started only 17 years ago? As a State Senator, I have been impressed with the good that can be brought about through legislative reform. If the Mexican-American is to better his lot, it will take a combined effort on the part of our State and local communities. Governor Connally's presence at our Conference provides "living proof" of the concern of our State leaders with the problem.

I look forward to Dr. Severo Gomez's remarks concerning the meaning and implications of bilingualism for Texas schools. Language, as you know, is understanding. It has frequently been called the basis of civilization, and its use, the measure of a man's success.

Sociologists tell us that the basic differences and controversies that divide men on issues, customs, and attitudes are directly attributed to a lack of communication.

Today we Texans and citizens of the American Southwest find ourselves in a dilemma, a dilemma as basic to our heritage as any time-honored custom. Bilingualism is just what the word implies, the ability to speak two languages, but on another level it is much more. It is, for instance, a natural resource which has been foolishly wasted for years. It implies our best hope for mutual understanding and respect. And yet, in too many instances the Anglo teacher with his own set of values and morés has attempted to clog the culture gap instead of bridging it. The logic has been simple: if you change a man's language, you also change his culture. The thinking is that once a Mexican-American speaks English, he will conform to the norms of the majority culture and all ethnic difficulties will somehow disappear. Today, however, we are more enlightened or perhaps just more sensitive to the problems that do exist. This Conference is fitting evidence of the growing concern with the problems and the potential of the Mexican-American. This culture gap that I speak of was beautifully illustrated by Carlos Conde in a recent guest editorial in a G. I. Forum publication, when he remarked:

> When I was growing up in a small Texas town on the Mexican border, my teacher whipped me in school for speaking Spanish and my friends whipped me after school for speaking English. The first was to remind me that I was living in the United States and the second was to not let me forget I was Mexican.

This was but a generation or so ago, and, fortunately, times have changed. The Mexican-American has become more knowledgeable in the use of the English language and its influence, and Anglos are learning to accept the cultural differences through mutual understanding, respect, and encouragement of bilingualism.

Dr. Herschel T. Manuel of the University of Texas will speak on the Spanish-speaking child in Texas schools. His publications in this area of concern are widely known and recognized by most educators in the Southwest. Some of my references are from Dr. Manuel's work. He has done much research in the areas of measurement and individual differences. This most literate and erudite educator and humanitarian should bring some interesting and perhaps surprising facts to light.

As evidence of the growing concern of the Federal Government in education, we are fortunate indeed to have with us on Friday evening the Honorable and esteemed Henry B. Gonzalez. Congressman Gonzalez is the first Texan of Mexican descent to be elected to the U. S. House of Representatives. He will speak from first-hand knowledge on the political contribution of the Mexican-American. I look forward to the Congressman's remarks because I feel his message is one of optimism. Too often we think of the Mexican-American as a citizen with economic and educational problems and forget that he is, and has been, a great contributor to the Texas economy and to Texas culture. Congressman Gonzalez will bring us his projection of the potential which can be realized through wisdom, understanding, and the total acceptance of the Mexican-American as part of our community.

Lastly, but certainly not least, we will welcome the Honorable Ralph Yarborough, U. S. Senator from Texas. The Senator is chairman of the Senate Sub-Committee on Education and will address us on bilingual education and human development. Senator Yarborough is truly a public servant who has long been concerned with the problems of the Mexican-American.

Two of his most recent bills, one, The Bilingual Education Bill, would provide $7 million to blaze new trails in creating bilingual educational programs, with English to be learned as the other language. His second bill seeks an end to the existing poverty among the Spanish-speaking citizens through programs designed to develop job opportunities, ease the cultural adjustment, and emphasize self-help in achieving economic independence.

Senator Yarborough, indeed our entire list of eminent speakers, will have provided us the necessary information and ideas as we face the coming White House Conference on the Mexican-American.

What we do here will be of no avail unless we carry the story of the Mexican-American and his problems to every heart and every mind in our land. Gone are the days of political and social apathy, as we pledge ourselves to the unfinished task that lies ahead.

During this Conference we will talk on and on of the Mexican-

American. We will speak of him as if he were somehow apart from the main stream of society. And as we talk, we must not lose our perspective. We do not seek a dominant culture. As other minorities we seek no crushing power movements, though power we need. What we do seek is a realization of a world in which people live together in mutual respect and work together in mutual regard — a world in which freedom and opportunity are not just abstract terms meant for a select few. We seek a chance to prove ourselves to be a working and integral part of American civilization. We have the unique opportunity in history to be the generation which opened its eyes to the problems that confront us. We now have the opportunity to erase the sting of prejudice, the fire of hate, and the darkness of ignorance from the Texas scene. The challenge is present, the goal is in sight. May this Conference, may we as individuals have the courage to pursue what well may be a more perfect union.

INNOVATIONS IN FEDERAL ASSISTANCE TO EDUCATION

Nolan Estes

Associate Commissioner for Elementary and Secondary Education, U. S. Office of Education

Today American education is caught up in a revolution of change and growth that has not been matched in the history of this nation. In every state, in every city, in nearly every town that revolution is at work in the schools and in the community. It is a ferment and a stirring marked by a new, intense interest in two concepts — *quality education* and *educational equality for all.*

The launching of Russia's Sputnik and the civil rights drives of the 1950's triggered this new and dynamic force for change. For these two events acted like a giant magnifying glass, catching the rays of scientific and social explosions, and focusing those rays on the educational institutions of the nation.

What we saw under that magnifying glass shook the nation:

—one student in three dropping out of school before finishing high school.

—a million youngsters a year quitting school.

—every year 100,000 of our brightest high school graduates failing to go to college.

—unemployment of youngsters with only an eighth grade education or less being four times the national average.

—jobs filled by high school graduates rising by 40 per cent in the last 10 years, but jobs for those with less schooling decreasing by nearly 10 per cent in the same period.

And everywhere — in the South and in the northern cities — the ugly blot of discrimination and segregation, a discrimination that touched the Mexican-American, the Puerto Rican, the Oriental, the Negro and the poor of whatever race, color or creed.

Beginning with the National Defense Education Act in 1958, the nation set out to correct the imbalances and change the inequities.

In a few short years came 18 major pieces of educational and social legislation:

—The Manpower Development and Training Act

—The Higher Education Facilities Act

—The Vocational Education Act

—The Library Services and Construction Act

—The Economic Opportunity Act

—The Civil Rights Act of 1964

—The Elementary and Secondary Education Act of 1965

—The Higher Education Act

—And many other bills of major importance to provide student loans, scholarships, institutes and special help for delinquents, migrants and the handicapped.

Today, bolstered by nearly $4 billion in Federal aid funds, our schools and colleges are moving to meet the challenges of change and growth upon which a democratic society depends for its survival.

The record is impressive:

—A million students were in colleges who might not be there without the loans, grants and work-study programs provided by new laws.

—Last year alone some 8.3 million educationally disadvantaged children were helped with nearly a billion dollars under Title I of the Elementary and Secondary Education Act.

—Nearly 400,000 new jobs for teachers, professionals and subprofessionals were created in our public schools.

And, above all, a dramatic change in the attitudes and the ideas of both educators and the public had developed about what our schools should be and how they should change to meet the new needs.

Let me be more specific about some of these new programs and what they are doing. I cannot today review them all, but I want to touch on a few of the more important programs.

By all measurements, the Elementary and Secondary Education Act of 1965 is the most significant. It provides educational, health and welfare services to millions of boys and girls in some 22,000 individual projects in more than 17,000 school districts. Libraries are being strengthened with books and instructional materials. New, innovative and experimental centers for education are in operation in every state. Twenty educational laboratories for vital research and development in new teaching techniques, curriculum and technology have been created. State departments of education are being strengthened to increase their technical assistance capacity and leadership abilities. And aid is being provided for children of migrant farm workers, handicapped children and delinquent and neglected children in institutions.

In Texas, those programs of the Elementary and Secondary Education Act have touched schools in every county. They furnished the base for the Inter-American Educational Center and the Southwest Educational Development Laboratory, two of the three sponsors of this meeting.

Through the educational center we will create an exciting new School of Tomorrow to bring about an educational and cultural exchange with Mexico and countries of Central and South America, at the same time helping local schools here to implement programs for enriching the education of their children.

Through the educational laboratory at Austin we are developing a Mexican-American Teacher and Counselor Program and a migrant research and demonstration center. Important studies are underway in language and mathematics — studies aimed at improving the education of Mexican-American children.

We have created the West Texas Innovative Education Center and the El Paso Language Training and Instruction Center, both Title III projects designed to improve teaching and learning through Spanish language programs.

Here in San Antonio is a Model Language Improvement Project using close-circuit television and programmed instruction to bring master teachers in language to the classrooms, helping both teachers and students.

At Bryan, Texas, we have a new planning project for a *Programa de Educacion Interamericana* to create cultural, language and social sciences programs for students of 21 counties in that area.

Under Title I of the Act, Texas has received $132 million for more than 1,600 projects involving 400,000 educationally deprived youngsters in some 1,100 school districts. If the formula for distribution of funds for next year is retained, Texas will receive an increase of some $17 million over the current allotment.

Those large sums of money have been bringing great change in Texas education and especially in the school districts which serve the poor people of this State.

I cannot describe to you the hundreds of different kinds of projects that are being created under Title I, but they cover every kind of educational and personal service imaginable. Spanish language classes, Mexican cultural activities, feeding programs, health and psychiatric care, visit to museums and zoos, new equipment, teacher aides, counseling — these and many other kinds of programs are taking shape in schools all over the State.

Title I also is providing vital help to children of migrant farm workers. In force less than a year, a new amendment is providing $10 million for educating migrant children. So far 10 states have created projects for 46,000 children.

The Texas Project for the Education of Migrant Children will reach some 20,000 children in 41 schools. At Rio Grande City and Laredo there will be 13-week summer programs to provide work experience and remedial education for potential dropouts. The States of Washington, California, and Oregon as well as others, also have summer programs, many of which will aid Texas youngsters who follow their parents to those States during the farming season. Title II of the act provides for assistance to libraries and instructional materials for schools. Under its provisions many projects under both Title I and Title III are securing special instructional materials for Spanish language programs of all kinds. In addition, school libraries can secure Spanish language texts and readers.

Title V of the Elementary and Secondary Education Act, in addition to strengthening the staff and operations of the state education agency, is providing workshops, teacher exchange, language services and other programs of direct interest to Spanish-speaking students of the Southwest.

In cooperation with the Texas Education Agency and the Republic of Guatemala, a Title V project is planning for cultural and educational exchanges that will result in, among other things, pilot schools for teaching Spanish-speaking children.

All of these things — and much more — are going on under provisions of the Elementary and Secondary Education Act.

Closely related to the work of the Elementary and Secondary Education Act is that of the Teacher Corps. Today, some 1,200 young interns are working and studying in our most deprived schools.

Superintendent De la Garza of the Rio Grande City schools can tell about the value of these dedicated young teachers who are helping to bring new hope and new spirit to the schools in which they work.

Superintendent De la Garza says, "You can't change children unless they have a model to go by." And he adds that language, for many of these Spanish-speaking children, is the key to building that model. The Teacher Corpsmen in the Southwest are providing the model and the inspiration.

The National Defense Education Act of 1958 is actually the father of more recent Federal aid programs. Under its many titles, we have provided help for millions of students in language development, mathematics, sciences, guidance and counseling, loans, fellowships and teacher training.

The Texas Education Agency has done an outstanding job in utilizing the provisions of the National Defense Education Act. NDEA supervisors have provided the leadership, the skills and the knowledge for helping to create many of our special Mexican-American education projects under Titles I and III of the Elementary and Secondary Education Act.

Under the Library Services and Construction Act, grants are enabling public libraries to strengthen or to create Spanish book departments.

The Manpower Development and Training Act is training some 5,000 Mexican-Americans in Texas alone, and there are plans for a new program offering basic education and occupational skills to 4,000 migrants.

Another vocational program is providing training materials in Spanish. Under the Adult Basic Education program and the Community Service and Continuing Education title of the Higher Education Act, there are still other projects for the Mexican-Americans of the Southwest.

In the Bureau of Higher Education, we have six different student assistance plans of loans, grants and work-study programs. And we make sure that students know about these programs through a nationwide "Talent Search" conducted by universities and colleges under Federal assistance.

Only a few of the highlights of Federal aid programs enacted in the past nine years have been mentioned. In my bureau alone we have some 25 different programs. Throughout the Office of Education there are some 75 separate programs, providing vital aid and educational services of almost every description.

At this time I am happy to make five important announcements on behalf of the U. S. Office of Education which will be of interest to everyone.

First, we are establishing in the Bureau of Elementary and Secondary Education a special unit for planning and coordinating programs involving the education of Mexican-Americans and other Spanish-speaking children.

To staff that unit, we have already hired one specialist of Mexican-American affairs. She is Miss Lupe Anguiano of Los Angeles, who has had valuable experience in working with migrant farm families and in organizational work. We expect to announce soon the appointment of a coordinator for the office. This unit represents a new awareness on the part of the Office of Education of the special needs of the Mexican-American and our firm intention to *do* something about those needs.

My second announcement is that we now have approved a grant for $716,000 to the Texas Education Agency for augmenting existing programs of aid to migrant children under Title I of the Elementary and Secondary Education Act and to provide two new programs. One is for summer institutes for teachers and administrators of programs for migrant children. The second is a most interesting new concept — teachers who will travel with migrant farm workers to other states to work there with cooperating local agencies in improving educational opportunities for the children of the migrants.

Thirdly, we are now planning some 30 different pilot projects under President Johnson's "Follow Through" program. These are special programs for children who received help under Operation Head Start. We intend to take those children and follow up on the work of Head Start, providing special educational, health and other services. We will locate some of these pilot projects in Texas, and they will be for the benefit of Mexican-American youngsters. The pilot programs will get underway next fall. The full "Follow Through" program, utilizing about $100 million, will not be fully operational until 1968.

The fourth announcement is that we are now planning some eight to 12 institutes for in-service teacher training in the field of early childhood education and for training under Title XI of the National Defense Education Act. We will launch some of these institutes the summer of 1967. Our purpose is two-fold: first, to provide vital new leadership in elementary education by focusing on the important and growing field of early childhood education which is receiving such great emphasis in programs such as Head Start and Title I of the Elementary and Secondary Education Act; second, to assist in staffing problems for development of the "Follow Through" program. These institutes must, and will, involve teachers of children from our Mexican-American communities.

Finally, there will be some new Title III projects in the near future which will be of direct benefit to Mexican-Americans of Texas and other states of the Southwest. We are in the process of negotiating these projects at the present time, and it seems evident that the details can be worked out with local agencies in order that these projects can be finally approved and initiated.

Looking ahead, we see more progress at the national level for the future.

President Johnson in his education and budget messages has called for a significant expansion of aid — expenditures totaling some $5.2 billion, an increase of $622 million over 1967. In addition to increasing aid for disadvantaged children and for grants for research, innovation and supplemental centers, the President is asking for legislation to:

—extend and enlarge the Teachers Corps.

—initiate experimental projects in vocational education.

—extend and expand support for educational television.

—strengthen and expand education program planning and evaluation by state governments and localities.

Never before in our history has there been such a hopeful period for education. We all have attended many conferences like this one. There were fine speeches and fiery speeches. There were promises and plans. But often the promises and the plans apparently vanished like the thief in the night, and the problems remain behind.

Now, through the massive help of Federal aid programs, through a new and fresh interest and commitment by states and local agencies, the promises and the plans can be realized. Only the hard work of implementing those plans remains ahead.

We have finally turned the corner in education for the Mexican-American, for the Negro and for other disadvantaged groups.

Ahead lie our twin goals — quality education and equality of educational opportunity for all.

What now remains for us to reach those goals?

Four courses of action should be considered at this conference.

In the *first* place, the Mexican-American community — the political, educational, business and labor leaders of that community — must now make sure that they are taking full advantage of the educational opportunities being offered under the new Federal aid programs.

The money and the opportunity are there. The laws and the programs are there. The technical knowledge for solving the problems is there.

They must now apply the power of community action, working with their local educational leaders and groups, to make sure that they are properly represented in those programs. This means organization, study and work. It means joining and becoming active in the PTA's and other community groups interested in action. In short, it means developing "school power" — power and influence in the school community to achieve proper representation and an equitable distribution of the money and programs in which they should be sharing.

This must also include action within the Mexican-American communities to keep the children in school and then be sure that they continue with college. Drop out rates are excessively high, and too few Mexican-Americans go to college.

On April 18, 1967, President Johnson noted that under Federal aid programs it is now possible for every needy student to go to college. We need more college graduates from the ranks of Mexican-Americans. For these young men and women are the teachers. They are the leaders. And they are the models of success for younger Mexican-American boys and girls, such a model being an important element in the cultural, economic and educational advancement of all people.

Secondly, we must all work for an end to the law which says that all classes in this State — and all other States — shall be taught only in English.

I ask this not as an official of the Office of Education: I ask it as a native Texan, as an American and as an educator. There may have been good reason once for this law, but that reason is not valid today. Our country is blessed with the richness of many cultures and languages — Spanish, German, Jewish, Polish, Italian, and many others. It is rich and strong, and it can tolerate differences among us which once it feared.

Let us not destroy those cultures and those languages. Let us instead use this great linguistic resource, bringing to our children in the earliest grades the excitement of learning another tongue.

Experiments and demonstrations throughout the Southwest have proved the value of bilingual instruction. We must now find ways of applying in every school in America what we have learned.

Thirdly, let us not be fooled by the lure of over-simplified solutions. Bilingualism is a necessary educational tool for thousands of our school children. But it is not the *sole* answer to the economic, social and educational deprivation from which millions of Mexican-Americans suffer. Better wages, full employment, health services, transportation, better housing, an end to discrimination, and intensive education and training are all needed in our struggle to eradicate poverty. Education will play a key role in that war on poverty, but it cannot do the task alone.

Finally, local, state and Federal agencies must join together in a common crusade in the war on ignorance and educational deprivation.

Education is an intensely local function. It cannot be directed from Washington or from Austin. It can only come from a local school and a local teacher. Today, as never before, that local school bears new and heavy responsibilities. For our state and national goals extend far beyond the boundaries of that school district. And these national goals — security, defense, technological development, conservation of human and cultural resources, and equal opportunity — demand a higher allegiance from all of our citizens. We can attain that allegiance through education and by providing all citizens the opportunity to share in the wealth and culture of our great nation. It is only by the combined efforts of local, state and Federal governments that we can provide today the quality education and the equality of educational opportunity that we need to meet those goals.

Let us then dedicate this conference to those same goals, resolving that each of us shall, to the best of our abilities, seek that ideal of excellence and achievement upon which our country and our democratic society was built.

*RECENT TRENDS IN EDUCATIONAL STATUS OF MEXICAN-AMERICANS IN TEXAS**

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It is a fairly well established fact that the Spanish-speaking members of American society have generally had a difficult time adjusting to and succeeding in the educational system. They have encountered obstacles and difficulties from many directions. Living in communities generally dominated by persons of a different culture, they have often been confronted with prejudice and discrimination.[1] School facilities have often been inadequate, and Spanish-speaking students have sometimes been segregated from other students. The schools themselves have been unsympathetic to the special needs of the Spanish-speaking children and have contributed to their poor educational performance by making the whole educational experience a frustrating and humiliating one.[2] Their families have also failed them in the sense of inadequately preparing them for the demands of the Anglo school — they often come to school for the first time speaking only Spanish and encounter a school system that prohibits the use of anything but English.[3] Moreover, strong family ties inhibit the pursuit of goals that involve social and physical mobility,[4] and the nature of their parents' occupations (agricultural migrant workers) frequently presents insurmountable barriers to getting an education. Finally, the individual student for a variety of reasons often lacks the sense of confidence, personal discipline, and achievement orientation that are so important for success in the American society.

This paper will concentrate on one small but important part of this complex problem. We are concerned here with the educational status of the Mexican-American population of Texas.[5] In 1960, two out of every five of the almost 3.5 million white persons of Spanish surname in the five Southwestern states resided in Texas. This means that there are some 1.4 million Spanish-surname persons in Texas, and they constitute almost 15 per cent of the total Texas population and over 20 per cent of the school age (5 to 19 years) population.[6] Regardless of how one views this group — in terms of absolute size, proportion of all the Spanish-surname groups, the proportion of the total Texas population, or the proportion of residents the schools are supposed to serve — the Spanish-surname population of Texas and its educational status are clearly matters of great import to Texas, to the Southwest and to the United States.

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*This paper was not presented at the Conference but solicited for this publication because of its value and pertinence to the Conference subject. This is a revised version of a paper presented at the annual convention of the Texas Academy of Science, Dallas, Texas, December 10, 1965. The authors would like to acknowledge the assistance of William C. Fleming in the preparation of the statistical data.

We will have little to say in this paper about how and why this group achieved the status it has or how it can be changed — not because we feel these are unimportant questions but simply because we feel that a necessary first step is a clear definition of the problem. While it has long been known or at least suspected that the Mexican-Americans in Texas are educationally deprived, it is only with the U. S. Census of 1950 that systematic and reliable data became available. Our goal in this paper is to report and interpret some of the major results of the 1950 and 1960 censuses regarding the education of white persons of Spanish surname in Texas.[7] We will try to give the problem specificity and precision by placing Texas Mexican-Americans in a comparative context — that is, by comparing them to other groups in Texas, to Mexican-Americans in other states, and to Texas Mexican-Americans at an earlier date. Moreover, we will also compare different categories within the Texas Mexican-American population. The focus throughout will be on the nature and magnitude of recent changes in their educational status and on the prospects for future change.

The paper is organized into five major sections:

(1) Past and Present Educational Status

(2) Some Sources of Variation in Educational Status

(3) Changes in Educational Status of Different Elements of the Population

(4) Changes in Educational Status of Different Geographical Areas

(5) Future Trends in Absolute and Relative Educational Status

PAST AND PRESENT EDUCATIONAL STATUS

It is apparent from Table 1 that while the median school years completed by adult Mexican-Americans increased significantly between 1950 and 1960 from 3.6 to 4.8, it remains extremely low.[8] Almost half of the Mexican-Americans in Texas are still essentially functional illiterates — they have under four years of formal education. There was, however, considerable improvement at the extremes. The proportion of Mexican-Americans 25 years of age and over without any schooling declined from 28 per cent in 1950 to 23 per cent in 1960, while the proportion with nine or more years of schooling increased from 12 per cent to 20 per cent.

TABLE 1

MEDIAN YEARS OF SCHOOL COMPLETED BY PERSONS 25 YEARS OF AGE AND OVER, TEXAS ETHNIC GROUPS 1950 AND 1960

Ethnic Group	1950	1960	Change
Anglo	10.0	11.5	1.5
Non-White	7.0	8.1	1.1
Spanish-Surname	3.6	4.8	1.2

Moreover, the changes between 1950 and 1960 did little to change the educational status of Mexican-Americans in Texas compared to non-whites and Anglos. Although, because of their low starting point the Mexican-Americans experienced a greater percentage increase, in absolute terms the increase was only slightly greater than that of non-whites and somewhat less than that of Anglos, thus in one sense, actually increasing the already large differences in the educational status of the groups considered. In 1950, there was a gap of 6.4 years in the median education of Mexican-Americans and Anglos. By 1960, the gap had increased to 6.7 years: this, in spite of the fact that the Mexican-American population is now somewhat *more* urban and *much* younger than the Anglo population.[9]

It is also apparent from Table 2 that the educational status of Mexican-Americans in Texas is far below that of the Spanish-surname population in the other four Southwestern states even after accounting for differences in sex and rural-urban residence. Texas runs a poor last in five of the six categories considered, based on the sex and residence of the person. Only Arizona males in rural-farm areas have a lower educational level than their counterparts in Texas. There is nearly three years difference in median years of schooling between California and Texas for the total Spanish-surname population, in spite of the fact that nearly 20 per cent of the California group is foreign born whereas only 14 per cent of the Texas group is foreign born. In most cases, the bottom (lowest) category in the other states is higher than the highest category in Texas.

TABLE 2

MEDIAN YEARS OF SCHOOL COMPLETED BY PERSONS — 14 YEARS OLD AND OVER — OF SPANISH SURNAME IN FIVE SOUTHWESTERN STATES, BY SEX AND RURAL-URBAN RESIDENCE

1960

Sex and Residence	Arizona	California	Colorado	New Mexico	Texas
MALES					
Total	7.8	8.9	8.5	8.4	6.2
Urban	8.3	9.2	8.7	8.8	6.7
Rural Non-farm	7.1	8.1	8.1	8.0	5.0
Rural-farm	2.9	4.9	8.1	6.9	4.1
FEMALES					
Total	8.2	9.2	8.7	8.5	6.1
Urban	8.3	9.4	8.9	8.7	6.4
Rural Non-farm	8.0	8.6	8.1	8.2	5.2
Rural-farm	6.0	8.5	8.3	8.0	5.0

Without belaboring the point, it is fairly clear that the educational level of Mexican-Americans in Texas is extremely low relative to both other ethnic groups in Texas and to the Spanish-speaking in other states, and while it did improve somewhat between 1950 and 1960, in absolute terms it did not improve as much as that of Anglos in Texas during the same period.

SOME SOURCES OF VARIATION IN EDUCATIONAL STATUS

Given this overall picture, we might now examine some of the correlates of educational status with the hope that these might provide some insight into the factors related to this condition, or at the very least enable us to identify the elements of the population that are most educationally deprived.

The Census permits us to contrast and compare the effects of age, sex, residence (urban-rural), nativity and parentage on median school years completed. These facts are presented in Table 3.

There is a strong, very consistent negative relationship between age and completed education for persons 20 years of age and over.[10] The median years of school completed declines sharply as one moves from the younger to the older age categories, independently of sex, residence, nativity and parentage.

The differences between males and females after allowing for the other four factors are not generally great or consistent in direction and, consequently, of little importance in explaining differences in educational status.

Rural-urban residence, on the other hand, is strongly related to educational status. Urban residents are almost always better educated than rural residents regardless of sex, age, nativity or parentage. The differences between rural non-farm and rural residents are of lesser magnitude and not as consistent, although the rural-farm residents are generally the least educated. This, of course, is probably the consequence of selective migration as well as poorer educational performance and facilities in rural areas.

TABLE 3

MEDIAN YEARS OF SCHOOL COMPLETED BY WHITE PERSONS OF SPANISH SURNAME, 14 YEARS OF AGE AND OVER, BY AGE, SEX, RESIDENCE, NATIVITY AND PARENTAGE TEXAS, 1960

	AGE GROUP					
	14-19	20-24	25-34	35-44	45-64	65 and over
MALES						
Urban						
Native of native parentage	8.1	9.1	8.1	6.6	4.5	2.7
Native of foreign or mixed parentage	8.2	9.3	7.7	6.2	3.7	1.3
Foreign-born	7.5	6.5	5.5	5.1	2.9	0.9
Rural Non-Farm						
Native of native parentage	7.4	8.0	6.1	4.8	3.2	1.8
Native of foreign or mixed parentage	7.2	7.5	5.3	3.6	1.9	0.8
Foreign-born	6.1	3.6	2.2	2.3	0.9	0.7
Rural-Farm						
Native of native parentage	7.3	6.5	4.3	3.8	3.3	3.4
Native of foreign or mixed parentage	7.3	6.8	3.6	2.6	1.7	0.8
Foreign-born	5.6	4.3	2.9	2.5	1.0	0.7
FEMALES						
Urban						
Native of native parentage	8.2	9.4	7.7	6.1	4.4	2.9
Native of foreign or mixed parentage	8.4	9.5	7.0	5.3	3.1	1.0
Foreign-born	7.2	6.1	5.2	4.8	2.5	0.9
Rural Non-Farm						
Native of native parentage	7.4	7.5	6.2	4.5	3.3	2.6
Native of foreign or mixed parentage	7.3	7.4	4.5	3.0	1.7	0.8
Foreign-born	6.2	4.3	3.0	2.1	0.9	0.7
Rural-Farm						
Native of native parentage	7.2	6.6	5.3	4.4	3.7	1.0
Native of foreign or mixed parentage	7.4	6.8	4.3	2.6	1.3	—
Foreign-born	5.5	3.7	2.8	2.0	0.9	0.7

Nativity and parentage are also strongly associated with completed education. The foreign-born are invariably the poorest educated, and the natives of native parentage are generally the best educated, although in several instances native-born persons of foreign or mixed parentage outrank the natives of native parentage. The native-born groups are generally closer to one another in educational level than either is to the foreign-born group.

The combined effect of these variables is considerable. At one extreme, young (20-24) native-born males and females who live in urban places have completed a median of over nine years schooling; while at the other extreme, over half of the foreign-born persons 65 or over have had less than a year of formal schooling. It is significant to note that in none of the 108 subgroups considered does the median years of schooling completed reach or exceed ten. Native-born urban females 20-24 years of age and of foreign or mixed parentage are the best educated category with a median education of 9.5 years.

It seems clear that while the extremely low level of education of Mexican-Americans in Texas is in part the product of the recency of immigration from Mexico, as well as the poor educational efforts in both the United States and Mexico in the past, and perhaps the poor performance of rural residents, this is far from the whole story. These factors do not explain the relatively poor educational status of young, native-born Mexican-Americans living in cities. Even under these optimum conditions, the educational levels are generally low — less than half have more than a Junior High School education.

CHANGES IN EDUCATIONAL STATUS OF DIFFERENT ELEMENTS OF THE POPULATION

We can further our understanding of recent trends and future prospects by identifying the elements of the population that have been making the greatest advances and those that are not doing so well. Table 4 indicates the median school years completed by white persons of Spanish surname 14 years of age and over in 1950 and 1960, the absolute amount of change during this period, and the percentage change over the 1950 level for 18 population subgroups defined by sex, rural-urban residence, nativity, and parentage.

The largest absolute gains in median education were made by the native-born persons whose parents were also native-born —

these people added from 1.5 to 2.1 years to their median education between 1950 and 1960. The biggest percentage increases were made by foreign-born persons in rural-farm areas — the male median education increased 60 per cent and the female 80 per cent — due, of course, to the extremely low starting point of these groups.

Comparing the changes that occurred among males and females who are matched in terms of the other characteristics, it seems that women have improved their educational status in both relative and absolute terms somewhat more than men. Women made greater gains than men in five out of nine comparisons and were tied in two comparisons, while men were ahead in two others. The percentage increases were even more favorable to females. The differences, however, were generally small.

TABLE 4

MEDIAN SCHOOL YEARS COMPLETED BY WHITE PERSONS OF SPANISH SURNAME 14 YEARS OLD AND OLDER BY SEX, RESIDENCE, NATIVITY AND PARENTAGE TEXAS, 1950 AND 1960

	1950	1960	Absolute Change 1950-1960	Percentage Change 1950-1960
MALES				
Urban				
Native of native parentage	5.9	7.6	1.7	28.8
Native of foreign or mixed parentage	6.0	7.1	1.1	18.3
Foreign-born	3.2	3.8	0.6	18.8
Rural Non-Farm				
Native of native parentage	4.3	6.2	1.9	44.2
Native of foreign or mixed parentage	3.9	5.1	1.2	30.8
Foreign-born	1.6	1.5	—0.1	—6.3
Rural-Farm				
Native of native parentage	4.2	5.7	1.5	35.7
Native of foreign or mixed parentage	3.2	4.1	0.9	28.1
Foreign-born	1.5	2.4	0.9	60.0
FEMALES				
Urban				
Native of native parentage	5.9	7.6	1.7	28.8
Native of foreign or mixed parentage	5.8	6.7	0.9	15.5
Foreign-born	2.9	3.7	0.8	27.6
Rural Non-Farm				
Native of native parentage	4.2	6.3	2.1	50.0
Native of foreign or mixed parentage	3.7	4.9	1.2	32.4
Foreign-born	1.2	1.5	0.3	25.0
Rural-Farm				
Native of native parentage	4.1	6.0	1.9	46.3
Native of foreign or mixed parentage	3.1	4.6	1.5	48.4
Foreign-born	1.0	1.8	0.8	80.0

In terms of residence, the greatest percentage increases were in rural (both farm and non-farm) areas, and the greatest absolute increases in rural non-farm areas.

Nativity appears to be much more important than the other variables — sex, residence or parentage. The native born, regardless of parentage, sex or residence, made substantial absolute gains between 1950 and 1960 — generally more than a year's increase in the median school years completed. Parentage also was of some importance, with the native-born persons of native-born parents invariably making the greatest absolute and frequently the greatest percentage gains. The foreign born, regardless of other factors, made little absolute progress (no category gained as much as a year), and in one category (males in rural non-farm places) the educational level actually declined.

In summary, the improvement in educational status among Mexican-Americans between 1950 and 1960 has been widely but unevenly shared among the 18 categories of the population we have analyzed. Generally the more advantaged elements of the population — the native-born, those of native parents, and the more urban (or at least non-farm groups) — have added to their advantages. In short, the distance between the bottom and the top categories is increasing, not decreasing. In 1950, five years separated the group with the highest educational attainment (6.0) from that with the lowest (1.0), whereas in 1960, 6.1 years separated the top from the bottom (7.6 vs. 1.5). This, of course, reflects the increasing differentiation of the social structure of the Mexican-American community. However, given the age structure of the foreign-born population and their rapidly declining proportion of the total population, the spread between the bottom and the top will probably narrow in time. It remains true, however, that the more acculturated residents (native-born persons of native-born parents) not only have the highest levels of educational attainment, but also are making the greatest gains in educational attainment.

CHANGES IN EDUCATIONAL STATUS OF DIFFERENT GEOGRAPHICAL AREAS

Another way of looking at differential change is to examine it from an ecological perspective. Which counties are changing most and which least rapidly, and how is this related to the location and other characteristics of the county?

There were 64 counties in Texas which had 2,500 or more persons of Spanish surname in 1960 and at least 1,000 in 1950. Although this group of 64 constitutes but a quarter of all Texas counties, it includes over 83 percent of all Spanish-surname persons in the state. In Figure I, we have tried to group these 64 counties for which detailed data is available into four categories based on the median education of the Spanish-surname population in 1960 and on the amount of change in median education of the Spanish-surname population between 1950 and 1960. Within each cell of Figure I are summary statistics that enable us to make some crude comparisons between cells on a number of characteristics of importance, such as the percent of the county population that is Spanish surname, changes in the size of the Spanish-surname population and family income.

We might start with an examination of the differences in educational status. In 35 counties the median school years completed of Mexican-Americans was less than four years in 1960, while in 29 counties it was four years or more.[11] Gonzales County with 1.0 years was the lowest, and Jefferson County with 8.6 years was the highest. Three other counties — LaSalle (1.4), Live Oak (1.8), and DeWitt (2.0) — had medians of two years or less. On the other hand, three counties in addition to Jefferson had medians of seven years or more — Potter (7.8), Tarrant (7.7), and Bell (7.3).

Moreover, it is apparent that the pace of change is not uniform throughout the State. Six counties (DeWitt, Dimmit, Gonzales, LaSalle, Reeves, and Williamson) actually experienced a decline in the median school year completed by resident Mexican-Americans. In two instances — Reeves and Gonzales — it was a drop of a year or more. Among the 58 remaining counties for which comparative data is available, the range of gain was very great. In some there was virtually no change, while in others there were spectacular gains. Eight counties, led by Bell, gained two or more years between 1950 and 1960 (Bell 4.1, Brazoria 2.4, Dallas 2.1, Galveston 2.0, McLennan 2.6, Potter 3.1, Tarrant 2.3, and Taylor 3.4). The extremes — counties that lost ground and those that made big gains — were to a large extent the product of patterns of migration. The number of Mexican-Americans actually declined in four of the six counties that experienced a drop in median education. The counties that experienced large gains in educational status also underwent a rapid growth in their Mexican-American popu-

FIGURE 1

CHANGE IN MEDIAN YEARS OF SCHOOL COMPLETED BY WHITE PERSONS OF SPANISH SURNAME 25 YEARS OF AGE AND OLDER, 1950-1960

MEDIAN YEARS OF SCHOOL COMPLETED BY WHITE PERSONS OF SPANISH SURNAME 25 YEARS OF AGE AND OLDER, 1960	Less than 1.2 Years		1.2 Years or More	
4.0 Years or More	Ector Jim Hogg Kleberg Matagorda Starr Tom Green Travis Webb Zapata	A. 9 B. 4 C. 41.6% D. 22.0% E. $2425.00 F. 9.3%	Bell Bexar Brazoria Brazos Brewster Brooks Dallas Duval El Paso Galveston Harris Jefferson Jim Wells McLennan Nueces Potter Presidio Tarrant Taylor Wichita	A. 20 B. 12 C. 7.4% D. 62.7% E. $3505.00 F. 49.3%
Less than 4.0 Years	Atascosa Caldwell Comal Dawson DeWitt Dimmit Gonzales Guadalupe Hays Hidalgo Karnes LaSalle Live Oak Maverick Reeves San Patricio Uvalde Val Verde Wharton Williamson Wilson Zavala	A. 22 B. 1 C. 37.2% D. 14.2% E. $2068.00 F. 11.6%	Bee Calhoun Cameron Fort Bend Hockley Howard Lubbock Medina Midland Pecos Refugio Victoria Willacy	A. 13 B. 3 C. 25.1% D. 32.5% E. $2587.00 F. 13.2%

Legend:

A. Number of counties.
B. Number of counties that are part of a metropolitan area.
C. Median of the percentage of each county's total population that is Mexican-American.
D. Median of the percentage change in each county's Mexican-American population between 1950 and 1960.
E. Median of each county's median Spanish-surname family income, 1959.
F. Percentage of the total Texas Mexican-American population that is in the quadrant.

lation between 1950 and 1960 (Bell 151 percent, Taylor 148 percent, Brazoria 137 percent, Dallas 127 percent, Tarrant 127 percent, Potter 99 percent, McLennon 76 percent, and Galveston 72 percent). It is obvious that this migration has been selective of the better-educated Mexican-Americans. It is unfortunate that we cannot isolate local improvements in educational level from this redistribution of population and other components of change. In any case, the practical effect of the changes described is to segregate spatially the better-educated Mexican-American from his less fortunate brothers, thus increasing the educational difference between them.

Educational status and change among Mexican-Americans do not seem to be associated with proximity to the border or location in the eastern or western part of the State. They are, however, related to a number of other factors. Although there is considerable variation within each quadrant of Figure I, the counties of highest educational attainment in 1960 and greatest improvement in educational level between 1950 and 1960 tend to have the lowest ratio of Mexican-Americans to the total population, the greatest percentage increases in the Mexican-American population between 1950 and 1960, and the highest family incomes for Mexican-Americans. They also tend to be part of a standard metropolitan statistical area as defined by the census.

At the other extreme, the most deprived and unchanging areas tend to have a very high proportion of Mexican-Americans, a relatively stable or declining Mexican-American population, and very low family incomes. They are the most removed from the influence of metropolitan centers.

This suggests that the Mexican-American population is becoming more evenly distributed throughout Texas, and this process involves moves by the better-educated residents of more rural areas to urban areas that have more to offer in terms of economic and educational opportunities. This greater dispersion of the population will undoubtedly improve the Mexican-American minority's political position in the State; but one wonders what the siphoning-off of the better-educated will do to the chances for improvement in the high density (Mexican-American) counties along the border from which they come.

FUTURE TRENDS IN ABSOLUTE AND RELATIVE EDUCATIONAL STATUS

So far we have shown that the educational position of Mexican-Americans in Texas has been and continues to be rather poor compared to other ethnic groups in Texas and to Mexican-Americans in the other four Southwestern states. We have also tried to identify the factors associated with the absolute level of educational status and the amount of change experienced between 1950 and 1960.

We will conclude this paper with an attempt to see what the future holds. Barring a radical increase in the number of immigrants from Mexico and a massive migration of the better educated Mexican-Americans to other states, the general educational level of the Mexican-American community in Texas will surely improve as older people reared here and in Mexico during a period when elementary and secondary education were less than universal are gradually replaced by new generations who are for the most part meeting minimum State attendance requirements. The relative youth of the Mexican-American population (44 percent under 15 versus 30 percent of Anglos under 15) and the age of the foreign-born segment (15 percent of the foreign-born Mexican-Americans are over 65 versus 2 percent of the native-born Mexican-Americans) should facilitate this transformation.

Even with these improvements, however, it is doubtful whether in the absence of other kinds of changes the educational level of Mexican-Americans in Texas will approximate that of Anglos in Texas. Even if all Mexican-Americans attain the current level of young (10-24 years), native-born adults in urban places (median 9.1 to 9.5 years), it would be over two years below the 1960 Anglo level and only a year or so above the non-white level. Of course, it is unrealistic to expect the Anglo and non-white levels to remain unchanged during this period. In short, we can expect absolute gains in the Mexican-American educational level; but their relative status is likely to remain unchanged as a consequence of these natural, evolutionary changes in the composition of the population. In fact, in view of the rising educational levels of the general population, improvement will be necessary in order to maintain their present position.

Further light is shed on this problem by examining the relative position of the three ethnic groups in the metropolitan areas — the areas of greatest growth and future influence. In Table 5 we use the Anglo median school years completed as a standard against which to measure the position and progress of non-whites and Mexican-Americans. Non-whites and Mexican-Americans were below the Anglo level in all of the Standard Metropolitan Statistical Areas for which data was available. The variation was considerable. For non-whites in 1960, the closest they came to equal status was in El Paso where their median education was 98 percent of the Anglo median. The greatest disparity was in Beaumont-Port Arthur where it was only 62 percent of the Anglo level. Among Mexican-Americans in 1960, the variation was even greater and covered a lower range. The closest they came to equality was in Beaumont-Port Arthur where their median education was almost

TABLE 5

RATIO OF NON-WHITE TO ANGLO AND SPANISH-SURNAME TO ANGLO MEDIAN YEARS OF SCHOOL COMPLETED BY PERSONS 25 YEARS OF AGE AND OVER, TEXAS METROPOLITAN AREAS,* 1950 AND 1960

1960 Standard Metropolitan Statistical Area	NON-WHITE			SPANISH-SURNAME		
	Median education as a percentage of Anglo median education		Change in the percentage	Median education as a percentage of Anglo median education		Change in the percentage
	1950	1960		1950	1960	
Texas — Total	70.0	70.4	.4	36.0	41.7	5.7
Abilene	N.A.	73.3	—	N.A.	33.3	—
Amarillo	63.8	78.5	12.7	40.1	66.9	26.8
Austin	62.0	69.9	7.9	28.9	35.8	6.9
Beaumont-Port Arthur	56.0	61.5	5.5	64.2	74.4	10.2
Brownsville-Harlingen-San Benito	N.A.	77.2	—	N.A.	31.7	—
Corpus Christi	65.3	65.6	.3	27.1	36.9	9.8
Dallas	62.8	71.1	8.3	36.4	52.9	16.5
El Paso	68.9	97.5	28.6	42.6	55.0	12.4
Fort Worth	68.1	73.1	5.0	46.6	64.7	18.1
Galveston-Texas City	68.9	73.5	4.6	46.2	61.1	14.9
Houston	66.7	72.7	6.0	45.6	52.9	7.3
Laredo	N.A.	N.A.	—	36.4	43.9	7.5
Lubbock	59.3	68.6	9.3	14.4	25.6	11.2
Midland	N.A.	70.4	—	N.A.	29.6	—
Odessa	N.A.	74.6	—	N.A.	39.0	—
San Angelo	67.9	69.6	1.7	25.9	34.8	8.9
San Antonio	71.2	78.3	7.1	38.1	47.5	9.4
Waco	66.1	74.5	8.4	26.6	50.0	23.4
Wichita Falls	67.9	N.A.	—	41.3	N.A.	—

*Texarkana and Tyler omitted because of lack of data.
N.A. — Data not available.
Source: Derived from Browning and McLemore, Table 14, p. 32.

three-fourths of the Anglo level, while the greatest difference was in Lubbock where it was only a little more than one-fourth of the Anglo level.

In every metropolitan area for which data were available both non-white and Mexican-Americans succeeded in improving their position relative to Anglos between 1950 and 1960. The improvement in the relative position of the non-whites (non-white gains were greater in only two SMSA's — Austin and El Paso). However, in only one of the metropolitan areas (Beaumont-Port Arthur) was the Mexican-American position in 1960 superior to that of non-whites. Moreover, the differences between Mexican-Americans and non-whites are generally of such a magnitude that they are unlikely to be affected much by current differentials in the rate of change. In short, we find Mexican-Americans making some relative gains on both non-whites and Anglos in almost all metropolitan areas and also statewide, but with one exception (Beaumont-Port Arthur) they are still at the bottom of the totem pole and because of the size of the non-white advantage likely to remain there for some time.

It is interesting to note that the rank order of metropolitan areas in terms of median education of Mexican-Americans corresponds almost perfectly to the rank order based on ratio of Mexican-American to Anglo median education. This results from the fact that there is little variation in the median education of Anglos in these metropolitan areas. Only 1.3 years separates the SMSA of highest Anglo education (Austin and Laredo both have median educations of 12.3 years) from the SMSA of lowest Anglo education (Waco, 11.0 years); whereas, 5.6 years separates the best educated Mexican-American group (Beaumont-Port Arthur, 8.7 years) from the poorest educated one (Lubbock, 3.1 years). This means in effect that the Anglo educational level varies little and is largely independent of the Mexican-American level, and it also suggests that the low Mexican-American educational levels are not simply the result of the low socio-economic status of the areas they inhabit, athough this certainly is a factor.

The feeling that the gap between Mexican-Americans and Anglos will persist for a long time receives further support from the data available on differential enrollment (Table 6). In the

TABLE 6

SCHOOL ENROLLMENT, BY TEXAS ETHNIC GROUPS, PERSONS 5 TO 34 YEARS OF AGE, 1960

	Age Groups			
Ethnic Group	5-15	16-19	20-34	Total
TOTAL NUMBER, ANGLO	1,450,423	415,267	1,386,675	3,252,365
Total Number enrolled	1,243,789	267,003	112,679	1,623,471
Percentage of total enrolled	85.8	64.3	8.1	49.9
TOTAL NUMBER, NON-WHITE	292,878	73,866	231,021	597,765
Total number enrolled	242,622	42,568	12,069	297,259
Percentage of total enrolled	82.8	57.6	5.2	49.7
TOTAL NUMBER, SPANISH-SURNAME	424,308	99,902	284,028	808,238
Total number enrolled	340,218	46,155	14,052	400,425
Percentage of total enrolled	80.2	46.2	4.9	49.5
Additional Spanish-Surname persons who would be enrolled in school if Spanish-Surname percentages enrolled were equal to Anglo percentages enrolled	23,838	18,082	8,954	50,874

aggregate there do not appear to be any significant differences between Anglos, non-whites and Mexican-Americans in terms of the proportion of persons 5 to 34 years of age who are enrolled in school. Roughly 50 percent of each group is enrolled in school. Differences in the age composition of the three groups, however, obscure some important differences in their enrollment rates.

At the lowest levels (ages 5-15), equality is within reach; 80 percent of the Mexican-Americans, 83 percent of non-whites, and 86 percent of the Anglos are enrolled in school. However ,when we look at the older age groups, we see that the Mexican-Americans are much more likely than non-whites or Anglos to drop out of school and much less likely to go on to higher education. While 23 percent of all persons 16 to 19 years of age in Texas are Mexican-

Americans, only 13 percent of all persons 16 to 19 years of age enrolled in school are Mexican-Americans. If Mexican-American enrollment rates for the age groups in Table 6 were equal to Anglo rates, there would have been 51,000 more Mexican-American young people enrolled in school in 1960 than there actually were. Unless the schools can retain more of these young people and motivate more of them to pursue a higher education, the educational status of Mexican-Americans in Texas will remain low and subordinate to that of Anglos and non-whites; and most importantly, it will be inadequate for the needs of the residents of an urban-industrial society. In short, it is not just a question of relative status but one of the sheer adequacy of one's preparation for life.

It is interesting to note that when the school enrollment of Mexican-Americans in Texas is compared to that of Mexican-Americans in the other four Southwestern states, Texas does not come out well even after allowing for differences in the nativity and parentage of the population (Table 7). Out of 36 comparisons possible in Table 7, Texas is inferior on 33 — in some cases the differences are very great. It is apparent from the table that Texas youngsters start school later than those in the other states. Only about one-third of the five- and six-year-old Mexican-Americans in Texas are enrolled in school, whereas over twice that proportion of Mexican-American five- and six-year-olds are enrolled in the other four states. If one looks now at 16- and 17-year-olds (drop-out ages) — among the native-born persons with native-born parents, 58 per cent in Texas are enrolled compared to 73 per cent in the other states; among the native-born of foreign or mixed parentage, 60 per cent in Texas, 77 per cent in the other states; among the foreign-born 56 per cent in Texas, 67 per cent in the other states. There are, in other words, differences of from 11 to 17 points in the percentage of this age group enrolled in school.[12] This evidence of the greater success of the schools in other states in retaining their Mexican-American youths, as well as the data regarding the superior educational status of Mexican-Americans in these states, suggests that the poor performance in Texas cannot be attributed entirely to cultural and language handicaps of the Mexican-American children there.

What then accounts for the high drop-out rate in Texas? While we are not prepared to answer this question fully, an examination of differential enrollment of 16- and 17-year-olds does provide

TABLE 7

SCHOOL ENROLLMENT OF WHITE PERSONS OF SPANISH SURNAME, 5 TO 34 YEARS OLD, BY AGE, NATIVITY AND PARENTAGE, FOR TEXAS, AND ARIZONA, COLORADO, CALIFORNIA AND NEW MEXICO COMBINED, 1960

	Percentage Enrolled in School	
	Four State Total	Texas
Native of Native Parentage		
Total 5 to 34 years old	71.3	56.5
5 to 6 year	71.4	35.0
7 to 13	97.4	94.6
14 to 15	92.7	82.6
16 to 17	72.8	57.8
18 to 19	34.6	29.8
20 to 21	12.4	10.8
22 to 24	7.7	4.7
25 to 34	4.8	3.4
Native of Foreign or Mixed Parentage		
Total 5 to 34 years old	43.3	41.5
5 to 6 year	73.5	32.6
7 to 13	97.2	94.0
14 to 15	92.6	82.5
16 to 17	76.9	60.4
18 to 19	35.7	33.3
20 to 21	12.1	12.9
22 to 24	7.4	6.4
25 to 34	4.2	3.3
Foreign-Born		
Total 5 to 34 years old	30.7	33.1
5 to 6 year	73.1	37.8
7 to 13	95.6	94.6
14 to 15	89.3	85.2
16 to 17	67.1	56.2
18 to 19	32.6	29.8
20 to 21	12.0	13.0
22 to 24	7.0	5.0
25 to 34	3.3	2.9

some understanding of the problem. Table 8 indicates that both sex and residence are important factors. In both cities and rural non-farm areas, females are more likely than males to have dropped out of school before reaching 18 years of age. In rural-farm areas there is little difference between male and female enrollment. The

TABLE 8
PER CENT OF WHITE PERSONS OF SPANISH SURNAME AGED 16-17 ENROLLED IN SCHOOL BY SEX AND URBAN-RURAL RESIDENCE, TEXAS, 1960

Residence	Males	Females	Total
Urban	62.0	57.8	59.9
Rural Non-Farm	58.6	50.4	54.6
Rural-Farm	52.0	52.8	52.4

biggest differences are based on residence especially among males. Urban residents are much more likely to stay in school than rural non-farm or rural-farm residents. Surprisingly, nativity and parentage are of little significance in explaining enrollment differences among 16- and 17-year-olds. While sex and residence account for a good deal of the enrollment variation within the Mexican-American group, it is obvious that even if these differences were eliminated, the Mexican-American enrollment level would be quite low (urban-males only 62 per cent). Why the Mexican-American enrollment rate is so much lower than the Anglo rate, we will leave for future research to determine.

One final question — granted that the enrollment picture is poor, is it, however, improving? Unfortunately, we do not have enrollment data for 1950 to see whether there has been any change. Table 9, however, does shed some light on this problem. By comparing the median education of two successive cohorts of persons just completing their education (14-24 years), we get some idea of how much change in school enrollment levels has occurred. The data show that the educational level of Mexican-American teenagers and young adults rose sharply between 1950 and 1960 in all 18 categories considered. This suggests that the schools have made some progress in bringing Mexican-American school attendance in line with the requirements of the law and the levels of other groups, but that they have a long way to go — over half of even the most advantaged elements of this population have less than ten years of schooling.

We can conclude by saying that while the Mexican-American population is moving gradually in the direction of equal educational status, the changes as of now are too small to suggest a radical change in their relative position in Texas for some time to come.

TABLE 9

MEDIAN YEARS OF SCHOOL COMPLETED BY WHITE PERSONS OF SPANISH SURNAME 14-24 YEARS OF AGE BY SEX, RESIDENCE, NATIVITY AND PARENTAGE, TEXAS, 1950 AND 1960

	1950	1960	
	14-24	14-19	20-24
	Years of Age	Years of Age	
MALES			
Urban			
Native of native parentage	6.8	8.1	9.1
Native of foreign or mixed parentage	7.0	8.2	9.3
Foreign-born	4.2	7.5	6.5
Rural Non-Farm			
Native of native parentage	5.6	7.4	8.0
Native of foreign or mixed parentage	5.4	7.2	7.5
Foreign-born	2.2	6.1	3.6
Rural-Farm			
Native of native parentage	5.4	7.3	6.5
Native of foreign or mixed parentage	4.0	7.3	6.8
Foreign-born	2.2	5.6	4.3
FEMALES			
Urban			
Native of native parentage	7.0	8.2	9.4
Native of foreign or mixed parentage	7.2	8.5	9.5
Foreign-born	5.3	7.2	6.1
Rural Non-Farm			
Native of native parentage	5.6	7.4	7.5
Native of foreign or mixed parentage	5.3	7.3	7.4
Foreign-born	2.7	6.2	4.3
Rural-Farm			
Native of native parentage	5.3	7.2	6.6
Native of foreign or mixed parentage	3.1	7.4	6.8
Foreign-born	2.1	5.5	3.7

We can expect a continuation of the trends we have noted between 1950 and 1960. The redistribution of the population will most likely continue and continue to result in sharp increases in the educational status of Mexican-Americans in particular places, but only at the expense of other more deprived places in Texas. Meaningful and significant gains in the aggregate will be dependent upon the ability to reduce the high drop-out rate. Because the population is so young and its currently high fertility will probably decline in the future, what happens now will have a great impact on the future. In short, the opportunity to improve the educational level of the Mexican-American population is great at this time, and the burden of failure to do so will be felt for many years to come.

Before effective remedial action can be taken, some serious questions will have to be answered:

(1) Why are Mexican-Americans in Texas so much more deprived than persons in other states who have a similar cultural and language tradition?

(2) Why are the Texas schools less effective than those in the other Southwestern states in getting Mexican-American children to start school on time and to stay in school beyond the legally required time?

(3) Why have Mexican-Americans in Texas attained less education than Negroes, although most observers think the Negro encounters greater prejudice and discrimination than the Mexican-American?

(4) Why is the educational status of Mexican-Americans who have been in this country several generations so low? Why aren't native-born persons with native-born parents any better off (in terms of education, jobs, and income) than persons of mixed or foreign parentage?

(5) Why hasn't there been a greater improvement in the educational status of Mexican-Americans as they urbanized and shifted to non-agricultural occupations? (In 1960, 79 per cent lived in urban places and only 16 per cent were employed as farm laborers).

(6) Why does the Mexican-American level of education seem to vary independently of the Anglo level, i.e. Anglo educational levels are relatively high even in the metropolitan areas where the Mexican-American levels are lowest?

We hope this brief examination of the educational status of Mexican-Americans in Texas will stimulate the interest of researchers in doing further work on the problems of this large and most neglected of American minority groups.

1. "Spanish-Speaking Peoples," Staff Paper prepared by Julian Samora for the United States Commission on Civil Rights, 1964. Carey McWilliams, *North From Mexico: The Spanish-Speaking People of the United States.* Philadelphia: J. B. Lippincott Co., 1948.

2. Julian Samora, "The Educational Status of a Minority," *Theory Into Practice.* George I. Sanchez, "Spanish in the Southwest," in *La Raza,* Julian Samora, editor, University of Notre Dame Press, 1966.

3. Sanchez, *ibid.,* p. 45, quotes the Texas Education Agency as reporting that in 1957 solely because of the language barrier, approximately in the first grade before advancing to he second — many spending as much as three or more years in the first grade.

4. William Madsen, *The Mexican-Americans of South Texas.* New York: Holt, Rinehart and Winston, 1964, p. 108.

5. There is no commonly agreed upon term to describe Americans of Spanish and Mexican descent. Among the many expressions used are Spanish-American, Spanish-speaking, Mexican-American, Mexicanos, Latin American, and Spanish surname. None of these terms is entirely satisfactory or acceptable to everyone—each includes ambiguities and defines t slightly different population, but in the case of Texas, the differences are not significant. We will, therefore, use them more or less interchangably relying primarily on "Mexican-American" when speaking of the group in general. Since the U. S. Census uses the category "While persons of Spanish surname," we will also use this expression on occasion and assume that the census definition corresponds to our more general definition, although the census definition probably under-estimates the size of the group (while it includes non-Mexican persons with Spanish surnames, it does not include Mexican-Americans with Anglo names, and there are probably more of the latter than the former in Texas).

6. These facts and those that follow are derived from two publications of the U. S. Bureau of the Census: *U. S. Census of Population: 1960;* Subject Reports, Persons of Spanish Surname. (Final Report PC 2-1Z); and *U. S. Census of Population, 1950,* Vol. IV, Special Reports, Part 3, Chapter C, Persons of Spanish Surname. Harley L. Browning and S. Dale McLemore, "A Statistical Profile of the Spanish-Surname Population of Texas," Austin: Bureau of Business Research, University of Texas, 1964, is an excellent summary of the information contained in these two census publications about the Texas Spanish surname population.

7. The 1950 report is based on a 20 percent sample of the population, and the 1960 report on a 25 percent sample. The figures in these reports are consequently subject to sampling variability. Caution must therefore be exercised in interpreting the differences betweeen sub-samples of different size especially when the sub-samples are fairly small.

8. The major indicator of educational status used in this paper is "median years of school completed," as defined by the U. S. Census. Several characteristics of this measure should be noted. First, it is a relatively crude indicator. The median is the point in the distribution that splits a group into two equal parts. If the median years of school completed is four years, it means that half of the group has more education than that and half has less. Changes can occur at the extremes without any change in the median. For example, all those without any schooling could get three years of schooling without changing the median of the group — half of the group still has under four years of schooling. Second, the median years of school completed really refers to the highest grade completed and not how many years one attended school; therefore, the census measure does not reflect grade retardation or tell us how long it took

to complete a given level of education. Finally, the measure does not reflect differences in the quality of the education received. Rarely can it be assumed that a year of schooling for a minority group child is equivalent to a year of schooling for a dominant group child. In spite of its shortcomings we are utilizing the median as our major indicator of educational status because of the necessity to use a summarizing measure of some kind to make the analysis comprehensible. The median is also conveniently at hand, having been computed in most cases by the Census Bureau.

If we considered persons 14 years of age and older as we do in some tables instead of just persons 25 years of age and older, the absolute level of education and the gain between 1950 and 1960 would be somewhat greater because much of the improvement is in the education of the young people just leaving school.

9. The median age of Anglos 25 years of age and over is about four years greater than the median age of Mexican-Americans 25 and over.

10. Many of those under 20 years of age have not completed their education.

11. Almost 25 percent of the Mexican-American population of the State resides in the 35-low education counties, while almost 59 percent resides in the 29 high-education counties.

12. It may very well be that there is a relationship between starting school late and dropping out early — such that the later one starts school, the earlier one is likely to drop out.

THE MEANING AND IMPLICATIONS OF BILINGUALISM FOR TEXAS SCHOOLS

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To me this is an historic and monumental occasion, because I believe this is the beginning of a great effort toward the solution of the greatest problem in education in Texas today, the education of the Mexican-American. It is a monumental occasion, not because of what is said at this Conference, but of what will be done in the local schools after the last speech is heard and after we have searched our souls for answers to an immense problem.

For decades, introductory courses in education have strongly emphasized providing for individual differences of each child in the teaching-learning process. This concept is repeated many times to the aspiring teacher who will eventually find herself in a classroom with about 30 individuals. For as many more decades, teachers in Texas have failed to apply this technique to children whose first language is Spanish. They have attempted to provide for individual differences in terms of the English speaker. They have felt that providing for individual differences meant changing a child in the school room to what they thought desirable, to an individual unlike the one developed in his family environment, or unlike many others like him in the same situation. This is not providing for individual differences.

A good example of the philosophy of many teachers is expressed by Mr. William Madsen in his booklet *The Mexican-Americans of South Texas.*

> Mrs. Lewis is a dedicated teacher who had a deep affection for the Mexican-Americans in the Magic Valley. "They are good people," she said. "Their only handicap is the bag full of superstitutions and silly notions they inherited from Mexico. When they get rid of these superstitions they will be good Americans. The schools help more than anything else. In time, the Latins will think and act like Americans.

> A lot depends on whether we can get them to switch from Spanish to English. When they speak Spanish they think Mexican. When the day comes that they speak English at home like the rest of us they will be part of the American way of life." Mrs. Lewis paused with a worried look and added, "I just don't understand why they are so insistent about using Spanish. They shoud realize that it's not the American tongue."

Today the idea of providing for individual differences is no less emphasized. In fact much of the teaching-learning hardware and software has been developed and planned with the individual in mind. In schools in which children are grouped according to achievement there still exists a range among the individuals in a classroom and differences which must be considered in the educational process of teaching and learning of these groups.

Today, and this is why we are here, there is a concern among education and government leaders about the children of this part of the Nation whose first language is not English and who are a segment of the population significant enough in numbers to cause great concern. I say today, but many educators have expressed a concern for years. I suspect concern was in the mind of a very young school teacher some thirty-odd years ago in the town of Cotulla. If it were so, and I think it was, then fate has been kind to us in making it possible for this young teacher to ascend to the Presidency of this land and to provide the leadership necessary to tackle such problems in education and in other areas where the welfare of our unfortunate but worthy citizens is at stake. For years Dr. Theodore Andersson tried to sell the idea of bilingual education to administrators throughout the State, and for years they wished him well.

Good techniques and methods for teaching languages have been developed over the years. Some of the educators to which this can be attributed are present at the Conference. There have been improvements in the teaching of native languages, of foreign languages, classical and modern, and in recent years, of English as a second language, which in itself requires special techniques. There is evidence that young people learn languages with greater facility than older people, and also that among individuals there are those who have the ability to learn languages more quickly and with greater ease than others. This is nothing more than an expression of talent or ability of the individual. But the mechanics of learning a language are not the whole story, and what we term bilingualism is not the total answer; it is but a point of departure and perhaps a means toward the solution of the problem.

Statistics indicate that about 89 per cent of the children with Spanish surnames, and for the most part with Spanish as the first learned language, drop out of school before completing a regular 12-year educational program. These are staggering figures when you think of the size of this population. For example, in one of the five largest cities in the State, 15 per cent of the population have Spanish surnames. However, this group provides 90 per cent of the dropouts. Why is it so? Is it because of the deficiency in the use of English? Partly so, but there is evidence that many of these children in the 90 per cent dropout group have experienced some success in the use of the English language. It is not easy to isolate a segment of population from the English-speaking populace in a large city. Some of the reasons for dropping out can be attributed to the lack of guidance and counseling or just "caring" by school personnel. But, unfortunately, in many cases, it is due to administrative apathy, some naiveté and such misinformation, or no information at all, abut this group of students. Again may I say, it isn't just the mechanics of learning languages, but other factors: certainly the cultural aspect must be considered.

Whatever a native Texan is, be he English speaking or Spanish speaking, he is a product of the confluence of three dominant cultures: the Northern European, the Southern European, predominantly Hispanic, and the pre-colonial indigenous culture. I am certain that there are many people in our state who are not aware of the contributions to us, for instance, of the highly developed civilization which existed before the Europeans came to America. Scientists agree that nearly 60 per cent of the foods eaten by mankind today were developed by the Middle American or Mayan civilization. This includes the potato and the potato family, the corns and other grains, and a great number of fruits and vegetables. There are also too many of us who are not aware that the techniques of dry land farming and of the entire ranching industry were a contribution of the Hispanic culture and not of the Northern European culture.

It is my experience and the experiences of my friends who travel abroad or who come in contact with foreigners that the thing foreigners most want to see in Texas is the cowboy. Perhaps the motion pictures have overglamorized the western pioneer. Foreigners usually do not associate the cowboy with Wyoming or Nevada or other western states. Whatever the cowboy is, he is a product of the Hispanic culture. The vocabulary, the terminology, even the dress with some variation are Hispanic. There is very little difference in the cowboy, the "vaquero," and the "gaucho," except in the variation of dress due to differences in the terrain and environment. Little knowledge of these important developments in the culture suggests that one of the areas we should possibly investigate in the educational process is the teaching about cultures and their contributions to the development of a country. This can be done in conjunction with the teaching of languages and the social sciences. We have traditionally taught about cultures with emphasis on the differences among them instead of the similarities, whereas the similarities are usually the important dimensions.

It has been suggested that Mexican-American children should be taught of the greatness of the Hispanic-Indian culture in order to give them a sense of pride and to dispel the feeling of inferiority. Much can be said of this idea. I am the first to agree that much of the history of the Southwest in our textbooks needs to be revised or even rewritten. However, it needs to be done carefully, for it can be dangerously overdone. In the first place, if history has been written in such a way that it develops a feeling of inferiority in those of Hispanic-Indian origin, then in its revision there must be consideration of the dominant group whose biases may have already been developed, for that group too must recognize the contributions of Hispanic-Indian culture.

The distortion of history, however, with relevancy here, goes beyond the historical development of Texas and the Southwest. It includes the colonization of the whole Western Hemisphere and the evolution of what some historians call the black legend, "la leyendra negra." The "black legend," as described by Charles Gibson in his publication, *The Colonial Period in Latin American History*, is "the accumulated tradition of propaganda and Hispanophobia according (to) which imperialism is regarded as cruel, bigoted, exploitative, self-righteous in excess of the reality." To clarify, he goes further in saying that whatever was done in the development of this hemisphere by the Northern European element was acceptable, and whatever was done by the Southern European, mainly Spanish, was bad. It is interesting to observe how movies usually present this era in history. The Spaniards are usually portrayed as villains dressed in black. It is true that at this time in history there was a struggle for world power by Spain and England, and the "legend" received its impetus with the defeat of the Spanish Armada by the English. It makes one wonder, though, if only the conqueror is right in writing of history. In the historical description of the battles, the legal military complement of Spain is depicted as villainous while the English pirates are virtuous. Of course, they did have the Virgin Queen's blessing.

The history of Texas, as written in the textbooks, omits the contributions made by the Spanish-speaking Texans in the State's development. The books hardly mention the many Texans with Spanish surnames who fought against the armies and tyrannical rule of Santa Ana for their lands, for their Texas, and for their love of freedom. Historians have made heroes of some of the transients who came into Texas as adventurers, while they have neglected to write about the group of people who were deep-rooted in Texas for many years and who battled with the wilderness and toiled with the soil since the time following Cabeza de Vaca.

As I mentioned earlier, it has been suggested by educators that this conflict of cultures is one of the problems of the Spanish-speaking child — that we have failed to teach him about his culture, about the history of Mexico and Latin American, and about some of their importan contributions to the world. They add that the Mexican-American student has tendencies to be ashamed of his heritage. I think this is understandable given the manner in which history is written and in light of the attitudes of teachers such as described by Mr. Madsen. It is easy to conceive a six-year-old in trying to adjust to the new school environment, who is told to forget the language he has learned at home and which he will continue to use when he returns after school; naturally he senses that something is wrong. Let us not forget that this is the only language by which he can communicate with is family and in which he can conceptualize. Spanish must be very bad because he is punished when he uses it at school.

Not every six-year-old can cope with this kind of conflict. It is a conflict that easily develops into problems, educational and psychological, that too often leads to dropping out of school. As the number of dropouts increases, there develops the serious problem of our State and Nation with which we are now confronted. What a waste of manpower to have 15 per cent of the population of a state in an affluent nation such as our diminished to a point of non-productivity in this highly technical and scientific era of our history.

There are too many in our ranks who are satisfied with the status quo of the Mexican-American children — that of tolerating them, helping them as little as possible, and waiting for them to drop out of school. The only reason for wanting to keep them is to improve the average daily attendance. If some make a breakthrough and achieve a certain amount of success, they are considered unusually talented and, to some extent, acceptable to the society. Can't we see that this is a burden on our Nation and that we must do something about it? I am thoroughly convinced that if anything is to be done, it must be done through education — a special kind of education, the right kind of education: not one which attempts to make everyone the same, but one which capitalizes on the differences and talents of each and harmoniously amalgamates them into a productive entity. If we are to develop the best educational program possible, then we must devise programs to educate the Mexican-American and take into consideration his abilities in communicating — receiving, creating and transmitting ideas.

Bilingualism may be defined in many ways. I define it here in terms of the development of literacy in two languages by using the child's first language as the medium for learning the reading and writing process. I envision the development of bilingualism, not only for the child whose first language is Spanish, but also for the child whose first language is English, allowing the latter to take advantage of the natural laboratory within his midst. The important contribution a second language can make to his academic attainment, social development, and well-being could be realized. In addition, this would be a significant step toward recognizing the importance of bilingualism for international relations.

There are different linguistic theories concerning methods of teaching children who ultimately must learn a second language. Linguistics is not my area of training or specialization; but, in observing different types of programs, it seems educationally sound to take a young child in his first experience in formal education and teach him the reading and writing process in a language in which he already has verbal skills. Once he learns or conceptualizes what these processes are, he can make the transition to another language with greater ease. Remember that when a child enters school for the first time, he has already learned to conceptionalize ideas and to express those concepts in some language.

It is not educationally sound to have him stop his conceptionalization process, learn a new language, and then a year or two later go back and continue a normal conceptionalization process which has been dormant. However, if he continues the development of his conceptionalization processes and expresses what he understands in the language which he already knows; and once he understands what reading and writing is all about, he can then be introduced to another language, which may very well be English. He can make the transition easier, and the process of reading and writing will have a meaning for him. It is too much to ask a six-year-old to adjust to a new environment, the school; to forget the language which he has learned at home; to learn a new one; to assume a new role; and to develop in the educational environment with any degree of success. It is generally agreed that many children who come from Mexico into our schools, and who do not know English but can read and write in Spanish, experience greater success with the learning of English, and consequently other subject matter, than many of our native-born Texans.

There is merit in programs which use the so-called tandem approach in the learning of two languages, that is, learning two languages simultaneously. I believe it is good for children who have some verbal knowledge of both English and Spanish. Children don't live in a vacuum. Modern communication devices and such programs as the Texas Education Agency's pre-school program and the Headstart programs attest to this. There are also situations where Spanish-speaking children live in communities where there is much contact with English-speaking children. However, in too many instances these children do not develop either language adequately.

There are some educators who believe that ultimately everyone in Texas must speak one language, English, and that a strong attachment to cultural or sub-cultural types be eliminated. This might be feasible if we close our borders and isolate ourselves from the rest of the world. I am in favor of having everyone literate in English, but also in Spanish. Our proximity to the Spanish-speaking world and our role in international relations in this hemisphere demand it. So many times some of our friends to the South make unfavorable comments about the American who insists on having an exchange of ideas in the English language only, but they have a great deal of admiration and respect for the American who tries to communicate in Spanish, even if it is difficult for him to do so, whenever he is visiting in a Spanish-speaking country. I think the people of Latin America are the most sympathetic about Americans who try to express themselves in the language of the country they are visiting.

Because education today includes international dimensions, we can no longer isolate ourselves educationally from the rest of the hemisphere or from other parts of the world for that matter. Science and technology are international. Educational materials today are international, and our students demand the international dimension in education as the indispensable ingredient for economical and social development of our country. Knowledge of Spanish is important to us in this hemisphere because the majority of our neighbors speak Spanish and because whatever is destined for the United States in the future will be determined by what happens in this hemisphere.

There are at this time many exchange and interchange activities going on among institutions in education and government in the United States, in Latin America, and also in other parts of the world. When these people get together and talk about their activities, the prevalent problem that is mentioned is that of communication, because of the differences in languages. Last year, I heard the Speaker of the House, Ben Barnes, speak to a group of teachers from Latin America. He stated, regarding his trip to Peru with other Texans on the Texas Partners of the Alliance with Peru, that the greatest problem was communication and that there was so much of the personalities of the two groups lost in translation. His hope is that someday soon there would be legislation that would mandate that all students in public school study the Spanish language. It is not generally known, in contrast, that English is obligatory in most of the secondary schools in Latin America.

An example of this kind of experience in reverse occurred when we were visited in our department by ten deputies from the Guatemalan Congress. The deputies were very pleased when a meeting with the officials of the Texas Education Agency was conducted almost entirely in Spanish. Bilingual members of the staff described the different departments and explained the operation of the Texas Education Agency in Spanish. The deputies expressed pleasure at the personal contact and the exchange of thoughts and ideas without an interpreter, and they informed the Texas Education Agency that this was absolutely the best experience of this kind that they had in this country. They had visited in Nashville, Washington, New York, Detroit, Minneapolis, Salt Lake City, and San Francisco.

It might be well to mention at this point a major activity in which the Texas Education Agency is involved and which will have an influence and impact on Texas educational programs of bilingualism and international education. Texas, under a grant from the U. S. Office of Education, under Section 505 of Title V of the Elementary and Secondary Act, is the sponsoring State of a project on international education in which five States are involved. The other States participating in this project are Louisiana, Alabama, North Carolina, and Tennessee. This is an historic first in which State departments of education are working together on a project.

The project has been in operation for a year and, we think at this point, has experienced some success. The director of the project is a man whom most of you know—Dr. W. R. Goodson. My particular responsibility is to coordinate the activities in the State, as is the responsibility of each of the coordinators of the other States, working under Dr. Goodson. In general, the overall objective of the program is to improve State departments of education through activities in international education.

The fact that we have a bicultural population in Texas, a great interest in Latin America, and proximity to that area, makes it natural for us to develop projects whose objectives coincide with the objectives of programs attempting to enhance the opportunities of the Mexican-American. We hope to assist in the development of instructional programs of bilingualism for all students of the State.

We have been very actively engaged for several months in an educational exchange, which has implications for the above-mentioned objectives, with the Guatemalan Ministry of Education. This too is an historic first, that of a State department working together with a ministry of education. This relationship has established a precedent of great significance in international activity. In our initial conversations we presented to the Ministry our problems and concern about our Spanish-speaking children and explained that we felt we could get assistance from its experiences with similar problems. In reality the Ministry has a much more complex problem, for it has to deal with 23 indigenous dialects spoken by 55 percent of its population. Consequently, it has experience in teaching Spanish as a second language, as well as English as a second and sometimes third language. We also expressed a desire for assistance in the social sciences. We felt that they could help us in revising our textbooks. Many of the Guatemalans are direct descendants of the Mayans whose civilization contributed so much to the development of this hemisphere.

The Guatemalan Ministry, viewing the United States as a country highly developed in technology, recognizes the fact that we have made great strides in science education. They expressed a desire for assistance from us in this area. The first phase of this exchange involved the establishment of science laboratories in two schools in Guatemala, the training of their science teachers in our schools this past fall, and the continuation of teacher training this summer when we will take several of our outstanding Spanish-speaking science teachers from our public schools to conduct two three-week workshops for 120 Guatemalan teachers in Guatemala City.

We had a conference in Austin, January 31 through February 3, on bilingualism. Specialists on bilingualism from Guatemala, representatives from the Secretariat of Education in Puerto Rico, representatives from the New Mexico Department of Education, representatives from the University of Texas who are specialists in bilingualism and the teaching of the Mexican-American, members of the Texas Education Agency staff, and local school administrators and supervisors who are involved in special programs for the teaching of the Mexican-American in this State participated in the conference. The Conference on Bilingualism had, in general, two major objectives: (1) to present the picture, philosophical and programatical, of the instructional activities which are going on in the State today in some selective districts, and (2) to develop guidelines for the preparation of a handbook for schools, for use in improving the educational programs for Mexican-Americans.

Briefly, here are some of the activities that are going on in these selective schools; and, I call them selective because they themselves chose to attack the problem of the Mexican-American and to do something about it. The El Paso Schools are conducting a pilot study in bilingual education for bilingual children and their teachers under a grant under Title III of Public Law No. 89-10, the Elementary and Secondary Education Act of 1965. The program emphasizes the use of a languge laboratory and other innovative approaches. It is unique in the selection of the children. Only children with certain backgrounds are in the project. This is done to overcome the assumption of the existence of a rather rigid uniformity of background among these children through which they have developed certain skills, attitudes and values. The objectives for the children are:

1. Fluency in a standard dialect of English with control of the phonology and grammatical structures peculiar to the speech of English-speaking children of the same age.
2. Literacy in English and Spanish.
3. Improved scores on standardized tests, improved grades in school subjects; and grade level achievement, hopefully, by the end of Grade 3, and for sure by the end of Grade 6.
4. Ability to move freely within the English-speaking and Spanish-speaking cultures.

The objectives for the teachers of these children is a program that includes:

1. A course in beginning Spanish for non-Spanish-speaking school personnel, with emphasis on understanding and speaking Periodic seminars are combined with the language course to give greater insight into Mexican culture.
2. A course in Intensive English and Methods emphasizes sound discrimination (phonology), contrastive linguistics of English and Spanish, and audio-lingual methodology for teaching English as a second language. It is hoped that a by-product of the course is transformation of accent.

The Edinburg Consolidated Independent School District in 1965 initiated the *Project Opportunity for the Educationally Disadvantaged Children and for Teachers Dedicated to Improvement of Educational Service to Them.* The objectives of the project are:

1. To improve the children's verbal functioning;
2. To improve the children's self-image;
3. To Increase their expectations of success in school.

The general description of the project is:

1. A program taught in Spanish (reading, speaking, and writing) is being continued. The ability of communication in Spanish already developed in these pupils is used to establish concept and object correlation and articulation toward developing proficiency in speaking and comprehending English.
2. Four teachers qualified in English and/or Spanish Language Arts have been employed, one of whom is an exchange teacher from Guatemala. I visited the classes of the Guatemalan teacher, and what a pleasure it was to see the children uninhibited and ready to participate.

Del Rio's Garfield School inaugurated a program in bilingual education in September of 1966. From eight sections of the first grade, four sections were selected for the experimental program. In this program Spanish and English are used for instruction. Each day for specified periods of time, Spanish is employed in the development of activities in chosen areas of the curriculum. The four first grade groups that are not in the program are used as control groups. The uniqueness of this program is in the grouping. One group has a membership of 23 pupils; 14 of these children have non-Spanish surnames. Its control group has 25 children, 12 of which have non-Spanish surnames. The other three groups, experimental and control, have children with Spanish surnames only. Among the objectives of the Del Rio project are:

1. To understand and explain the role of language in expressing and reflecting culture, that is, the thoughts, feelings, behavior, and values of a group of people living together;

2. To understand and explain the nature of the mother tongue as an essential instrument of expressing one's personality relatinng to one's family and cultural group, and learning about the world outside;
3. To understand and explain the contributions of language learning to personal development, to intercultural understanding, and to the national interest;
4. To understand and explain the normal process of language learning: for example, that a child of six has already learned to understand and speak authentically his mother tongue; that he is ready to learn to read and write his mother tongue; and that he is ready to learn to understand and speak a second language.

In briefly describing the program of the United Consolidated Independent School District in Laredo, I should like to quote from the report submitted at the conference because I think it is important for administrators to become aware of the problems of the Mexican-American children:

> Why a bilingual program of instruction, or why any other program of instruction other than the one that has been used for many, many years? To find the answer to this question there must be a sensing on the part of the chief administrator that the program that has been used for all these years might not be doing as much for the students of this school as we have always thought it was doinng. But when the administrator looks around his school population, and he sees a large number of over-age children arriving into the junior and senior high school, and he begins to see that there is a rather high correlation between the number of these over-age children and the number who have Spanish-surnames, then he begins to ask himself these questions: What is the chief problem of these children? Why are they arriving into the junor high school several years overage? What have been the results of the methods that we have been using to teach these children who come from a different cultural and language background? I say when an administrator looks about his system and finds some of these things true, he then begins to sense that there might be some other way of more adquately meeting the

needs of these children whose native language is other than English. It is then that the administrator will make the decision as to whether he will implement a program of bilingual instruction or some other method of instruction.

The bilingual program is an excellent tool for we know that the most effective formal teaching must be initiated in the child's mother tongue. Our experience indicates that a classroom of approximately an equal number of native born English-speakers and native born Spanish-speakers, under the direction of a *competent, patient, creative,* and *loving bilingual* teacher, helps *all* children and *none* suffer from the frustration of not being a part of the class.

The course content and procedures should not be a stumbling block. We merely adapt to the bilingual program the best practices found to be successful in prior years. The bilingual program must encompass all subject areas, Language Arts (both), Social Studies, Health, Safety, Mathematics, Science, Art, Music, and Physical Education. Music is an excellent vehicle.

We have found that it is easier for the child to be given help in the second language at the time the need arises. It is most difficult to postpone this help to a later time. Therefore, at times the instruction is performed concurrently in English and Spanish. At the end of the day the time used to teach each language may balance out. This approach is definitely helping all pupils. The relaxed atmosphere experienced in all classrooms is a tremendous step forward. In the final analysis the teacher is the key to the success of the program. She must be sold on the idea. Not to be may bring about indifferences on the part of the pupils, and this would be tragic. And of course the teacher must feel that she has the support of the administration.

The program in the Zapata Independent School District is directed at the pre-school child. The objective of the projct is to offer a pre-school bilingual program as early as possible to all children. The program is designed to allow children to learn to communicate in their mother tongue, English or Spanish, and a second language, Spanish or English. The program includes integrated play and class routine so that the child can determine early the time for play and time for work. The program is designed to set at ease the child while in the school environment, and thus allow him to achieve to his capacity.

In 1964, the Department of Curriculum and Instruction of the University of Texas under Dr. Thomas D. Horn began a research study designed to determine the load-carrying elements in developing language skills for disadvantaged Spanish-speaking children. A basic premise of the study was the establishment of fluency in oral language prior to the beginning of formal instruction in reading and writing, thereby undergirding the child linguistically, experientially, and cognitively, in order to narrow the great gulf of disadvantage which he brought to school with him. The subjects chosen from the San Antonio Independent School District are 900 in number. From the first grade, 99 percent of these children were Spanish-speakers and came from families earning less than $3,000 annual income and from an average family membership of 5.4. The primary purpose of this study was to compare the effectiveness of three methods of developing reading readiness.

There were nine first grade classrooms in the first two groups and ten in the third group. The project is now completing its third year of operation. Whereas the objective of the first year of operation was improving reading readiness, the major objective of the study now is raising the academic achievement level of these children to the approximate Anglo norm through innovative methods, materials, and in-service teacher education.

In initiating the development of the handbook or guidelines for the teaching of the Mexican-American, the group at the Bilingual Conference developed a statement or philosophy which stated that the American school aims to educate each child to the fullest extent of his personal capabilities consonant with the national ideals. In areas where some children's mother tongue is not the same as the official language, such experience as we have shows that bilingual education is one means to the already avowed end. Major factors to be considered are:

1. That a child normally learns the regular curriculum best through the vehicle of his own language;
2. That learning of English as the common national language should be enhanced, not hindered, by bilingual education;

3. That each Texas child has a right to expect of the school the opportunity to become functionally literate, not only in English but also in his mother tongue, if that language is not English, and provided it contains a written body of knowledge, that would be available to him if he learns to read the language he natively speaks);
4. The monolingual English-speaking children in linguistically mixed areas will profit themselves, their community, and their nation to the extent that they can become proficient in the other language, or languages, of their fellow citizens.

The committee defined bilingualism as the ability of a person to function in two languages, and/or the ability of an adult to function as a literate member of his society in two languages as a result of his public school education. They defined a bilingual program as the use of two languages as mediums of instruction for a child or a group of children in any part or all of the school curriculum except the study of the languages, satisfactory learning in all subject areas of the curriculum, and personal adjustment.

We have talked about having a problem in the education of the Mexican-American, but we have not looked into anything specific. Let us now turn to some of the specific problems of the Mexican-American child: in the first place, he has a different cultural background and consequently has different values and attitudes. The differences in the culture, values, and attitudes are not understood by either group. School and society make no allowance for cultural differences. (The cultural differences may very well be the reason for being rejected in school and society.) School and society stress the differences rather than the similarities in culture, values, and attitudes.

Secondly, the Mexican-American usually experiences the following economic problems: (1) unemployment, (2) under-employment, (3) low wages, (4) lack of skills for vocational rehabilitation, (5) large families, (6) low level of job aspiration, and (7) the need for migration to do unskiled farm labor.

Thirdly, the social problems of the Mexican-American include the following: (1) broken homes, (2) illegitimacy, (3) delinquency, (4) inadequate housing, (5) dependency upon welfare assistance,

(6) poor attitude toward education, and (7) discrimination and social isolation in the community.

Finally, his health problems include: (1) poor general health, (2) malnutrition, (3) low level of sanitation, (4) absenteeism from school and work, (5) inadequate medical attention, (6) lack of knowledge of health-education practices of hygiene, and (7) superstition, quackery and rejection of modern medicine.

All these problems manifest themselves in the school situation to varying degrees. This may result in: (1) poor adjustment to school, (2) lack of success in learning situations, (3) low grades, (4) retention, (5) failure, (6) inability to compete with other students, (7) development of a negative self-concept, (8) absenteeism leading to truancy, (9) rejection and hostility toward school, (10) dropping out, and (11) perpetuation of the problems from generation to generation.

In order to cope with the problems mentioned, it will be necessary to develop new programs to meet the unique needs of this group. New methods of instruction must be employed; new materials and new media must be utilized. There must be special services for the children and adequate training for teachers and special service personnel. There should also be opportunities for education of the parents.

What are these new programs going to be? First, I think we need to begin with the pre-school child, the four- and five-year olds. These children should be involved in the developmental program for two academic years prior to their entrance into the first grade. This will give them an opportunity to develop to the state of a normal six-year old. The learning centers for them should emphasize the use of oral language, both the English and Spanish, in preparation for reading and other learning. They should have enrichment experiences for developing perceptual and conceptual skills, motor coordination, vocabulary development, and appreciation of the aesthetic. Their experiences should include activities for social development to enhance relations among the group and with other cultural groups. The pre-school child should also experience activities in health education. If we do a good job here we may be able to start a regular program in English at the first grade.

For the child who is now six years older, and who has not had pre-school training, a similar program may be used with the objective of bringing the child to the grade level in which he belongs. To the secondary school child who is now in school, and who has not gained any of the experiences in the elementary school, special courses in Spanish and social studies, enrichment courses dealing with culture, attitudes, and values, are necessary. It is very important that career counseling at the secondary level be an important part of the education of the Mexican-American. Children who have the capabilities of college training should not be guided into vocational courses, and vice versa. If the child has the academic potential for higher education, he should be informed of the scholarship opportunities and work-study programs.

We sometimes overlook what can be done with the parents of these young children in order to improve the educational programs for the children. One of the things to which can be attributed the success of the migrant children's project in South Texas is the fact that parents were first informed of what was to be done and of the necessity of their cooperation. The low percentage of absenteeism was unbelievable, merely because parents felt that someone was interested in their children and because parents want an education for their children. Consequently, they sent them to school. But we need to go beyond just informing the parents; we need to give them opportunities for learning to read and write, if they need it, and programs that attempt to raise the level of achievement in their basic skills.

I envision a developmental center where parents can come in during the day or in the evenings and involve themselves in many educational activities. Such opportunities can make a better integrated individual of the parent, give him better employment opportunities, allow him to make a transition more easily into vocational rehabilitation programs, improve himself physically and mentally, and permit him to become a better parent. These opportunities are essential in establishing home-to-school relationships with these parents.

This center should also include the promotion of interest and participation in cultural activities. Parents should be assisted in an aesthetic development as well as avocational development. At this center should be a great display of graphic materials illustrating the contributions of the Hispanic-Indian culture. There should be films, records, and tapes for the development of the appreciation of the aesthetic as manifested by the culture. There should be classes in reading and writing, as well as in the care of children, home economics, and health and hygiene.

The teacher is of vital importance to the education of the child. We certainly do not have enough trained people to deal with these special problems. Even our Mexican-American teachers need training in the necessary specialized methodology. Teacher training institutions must prepare themselves to train these special teachers. The following characteristics are imperative for the teacher of the Mexican-American.

A teacher assigned to this area must possess a basic understanding of the Mexican-American and of his problems. She must be aware of cultural differences and the need for the student to retain a positive concept of his culture and language.

The one basic requirement that should never be waived is that the teacher has attributes of sympathy and understanding and be free of prejudices toward peoples of varying cultures. These are rare personal qualities, but they are perhaps the essential ingredients upon which progress depends.

The teacher must have special skills for teaching the Mexican-American. It is preferable for the teacher to have a knowledge of Spanish in order to communicate with the learner. Though the development of English language communications skills is to be encouraged, learning should not cease until English language proficiency has been developed.

The teacher must speak English without a strong accent and have specific training in the teaching of English as a second language. She must possess skills in teaching children who have a language handicap. She must have skills in teaching children who are retarded in educational growth due to the effects of the language handicap.

The teacher must be able to utilize special tools for teaching the Mexican-American. She must be well informed regarding materials, equipment, and facilities for improving the quality of instruction and for copying with specific problems. The teacher must have the ability to develop new tools as they are needed. She must understand the implications, possibilities, and limitations of the new media for teaching the Mexican-American.

The teacher must understand basic principles of measurement and their application to the unique type of student with whom she works. She must understand the limitations of instruments currently used in appraising the Mexican-American. The teacher must be aware of the need for the development of new instruments that can validly measure the learning potential of this type of student. She must possess skills in the development and use of diagnostic instruments for coping with learning difficulties.

It seems obvious that we will need a special type of individual for the teaching of these children. For those teachers who are already in service, it will be necessary that an in-service program be established. For the teachers who are yet to receive training, special programs must be established in the teacher training institutions. Local school personnel should be on the lookout for high school students who have potential as teachers and as special teachers for the Mexican-American.

It appears that we have a big job ahead of us. There is much to be done. How many "musts" and "shoulds" are in what I have said? If it has appeared that I have accentuated the problem and have shown only the regative side, it does not mean that there is not a positive side to what has been going on, but only that it has been inadequate. The most positive thing that can evolve from this conference is that there is hope, that whatever the obstacle may be, there are men among you, other administrators and other government leaders who will work diligently and extensively for the solutions to the problems of the Mexican-American. There will be monies available from the Federal Government and from foundations for programs for the education of the Mexican-American. I hope this does not cause us to get on a Mexican-American "bandwagon" because there are monies available. Let us not propose programs just so that it can be said that schools are doing something about the problem. Let us rather plan programs designed specifically for the improvement of the education of these young people for their betterment, the betterment of the community, the State, and the Nation. Bilingualism is the key to all the programs, for it is the medium by which there can be understanding. Let us start with the young. It never ceases to amaze me how parents abroad often use their pre-school children as interpreters when they go out into the city for shopping or similar excursions: these children don't even realize that there is any kind of language problem or barrier. Let us teach our young children whose first language is English to communicate in Spanish so that they can see a value in it and gain an understanding of other peoples of the hemisphere. We must realize that America extends from Point Barrow in Alaska to Tierra del Fuego in the southern tip of Argentina.

Ralph Linton in his book *The Study of Man* put it so precisely in speaking of the provincial 100 percent American . . .

> who sleeps on a bed originated in the Near East, throws back covers domesticated in India or the Near East, slips on his moccasins invented by the Indians of the Eastern woodland, takes off his pajamas invented in India, washes with soap invented by the ancient Gauls, shaves, a rite derived from ancient Egypt . . . Before going out for breakfast he glances through a window, made of glass invented in Egypt, and if it is raining puts on overshoes made of rubber discovered by the Central American Indian and takes an umbrella invented in southeastern Asia. At breakfast he eats from a plate of pottery invented in China. His knife is of steel, an alloy first made in southern India, his fork a medieval Italian invention, and his spoon a derivative of a Roman original . . . When he has finished eating he settles back to smoke, an American Indian habit. While smoking he reads the news of the day, imprinted in characters invented by the ancient Semites upon a material invented in China by a process invented in Germany. As he absorbs the accounts of foreign troubles he will, if he is a good conservative citizen, thank a Hebrew deity in an Indo-European language that he is 100 percent American.

Let us teach our children whose first language is Spanish to love and appreciate the Spanish language and the Mexican culture, as well as the English language and the Anglo-American culture. Let us teach our children that the languages of all people are beautiful; that their cultures are beautiful and can be harmoniously synthesized into a symphony of goodwill; that we have responsibilities as a great nation of the world to our fellow men wherever they may be, regardless of the language they speak or what God they worship; that the important things in their life are those which deal with the interaction of peoples, and that if there is to be peace in the world the idea of superiority for one group of people and inferiority for another group cannot exist. Are we asking for too much? I hope that what I predicted about this conference in my opening paragraph will be true regardless of the obstacles. Mahatma Gandhi on the day of his ninety-second birthday said:

> Men often hesitate to make a beginning because they feel the objective cannnot be achieved in its entirety. This attitude of mind is precisely our greatest obstacle to progress—an obstacle that each man, if he only wills it, can clear away.

THE CONCEPT OF BILINGUALISM

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One may comment on Dr. Severo Gomez's perceptive paper in a single word, "Amen," or in two, "Hear, hear," or in three, "Viva el hispanoparlante."

I should like from the point of view of the language educator to emphasize two points, both of which have been suggested by Dr. Gomez in his admirably comprehensive presentation, but which I believe deserve to be highlighted.

1. If bilingualism is still sometimes regarded as a *problem* rather than a *blessing,* it is because our thinking about it is in need of some clarification. Our failure in the past to educate our bilinguals to the highest level of their intelligence is due not to ill will but to misunderstanding of the nature of language as one of man's most essential gifts. If we are to bring about in the next decade or so the reform in bilingual education that the times call for, it is up to us as educators to make widely available to our fellow citizens the basic information they need in order to understand the role of the home language when it is other than English; its relation to English as a second language and to other languages; the whole process of language learning; the relation of language to culture as a way of life; and those educational processes which give us the best hopes of reaching the desired objective, that is, the development of fully educated and confident bilingual Americans able to play a role of increasing leadership in our public and international affairs.

We have no time here for explanation, but let me try to summarize briefly the basic principles upon which I believe a successful program of bilingual education can be established.

The home language or mother tongue serves the new-born infant and young child as he becomes conscious of himself and perceives the world around him. Experts are agreed that the mother tongue is the best medium for learning, especially in the early stages; and like Severo Gomez, I heartily agree with Dr. Herschel T. Manuel's thesis that the child's learning should begin at age four instead of at age six.

The child's self-image, his confidence, his appetite for learning, his joy of existence are all better assured if as he moves from home to school he is met by teachers and children capable, not only of greeting him in his home language, but also of understanding him as a human being and of giving him a warm and friendly reception.

While learning continues in the mother tongue, involving especially reading readiness, reading and writing, the child should be carefully and gradually initiated into English as a second language by teachers who are trained for this specialized task. Once the child has acquired confidence in understanding and speaking English — and we don't yet know how long this takes — he is ready to learn to read and write. This process will be facilitated by the fact that he has already learned to read and write in his mother tongue.

Thereafter, learning can proceed together in the mother tongue and in English, with English gradually assuming the predominant role. At no point, however, should the mother tongue be completely abandoned, for it is a permanently useful instrument — useful in broadening the educational horizons of the individual and possibly useful in preparing him for a specialized role in public service.

But language is not only an essential instrument for communication and for learning; it is also a total way of thinking, feeling, and acting. Imbedded in each language is a set of values, of which speakers of another language may be almost totally unconscious. Our educated bilinguals and multilinguals, therefore, have a natural advantage when it comes to dealing with other nationalities. It is tempting to dream that if we can only give our bilinguals all the education they are capable of, we may be able one day to fill the gaps in the ranks of international representatives and to supply the teachers needed to educate not only bilinguals but also monolinguals in other and less fortunate parts of our country.

2. Once we achieve general understanding of these basic principles, what do we do about it?

Dr. Gomez has already mentioned a number of school districts which have made promising starts in experimental bilingual programs. It is an inspiration to see them in action. They deserve all praise. I should like to express the hope that those responsible for these programs will find time to keep a careful record of what they are doing and will have the results carefully evaluated. There is, of course, need for more experimental programs to be undertaken when school districts feel ready and able to give such programs the support they require.

Though I sympathize with those who would accelerate language education by legislative action, I do not myself favor a mandated program. Much to be preferred is the kind of voluntary program contemplated in the bill which Senator Yarborough introduced in the U. S. Senate on January 17 proposing amendments to the Elementary and Secondary Education Act of 1965 which would provide financial assistance for Bilingual American Education Programs to such local school districts as wish to make application through their state agency.

No longer do educators find themselves in the position of lacking the funds necessary to implement reforms which they know are needed. Today we have, thanks to assistance from the Federal Government, financial resources adequate to our basic needs. The only question remaining is: do we have the knowledge and understanding needed to assure sophisticated and successful programs? Are we willing to take the responsibility of explaining to our fellow educators and citizens what language is, how it is learned, what relation it has to culture, and what precise steps are necessary to translate our knowledge into sound educational programs? And finally, is the general public able and willing to make an about-face? Having in the past believed with a patriotic fervor in the exclusive cultivation of one official language, English, can we now learn on the basis of abundant new evidence to support the idea of many languages and many cultures, not as a threat to our official language, English, but as an enrichment of it? Are we equal to the idea that an American capable of thinking and feeling in two languages is no less American than one who is confined to English? Can we tolerate the idea that an educated bilingual American may be an even better and more useful American by virtue of his extra language knowledge and cultural awareness?

I take it that it is our collective faith in this kind of future American that brings us together at this conference.

THE MEANING AND IMPLICATION OF BILINGUALISM FOR TEXAS SCHOOLS

Carlos Rivera
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Schools throughout Texas will become involved in teaching a foreign language in the elementary grades with the forthcoming House Bill 719 sponsored by the Honorable Ralph Wayne, State Representative and the Honorable Ben Barnes, Speaker of the House. This Bill was filed on March 1, 1967, and read for the first time and referred to the Committee on Education on March 2.

Section 1 of the Bill states that all elementary schools in this State shall have a foreign language taught in them in the second, third and fourth grades. The original draft of the Bill specified that only Spanish be taught but this was changed to "a foreign language" which will afford the Bill a more favorable reception and approval throughout the State, especially in those areas in Texas where another culture other than the Mexican-American is found. Subsequent conferences with foreign language specialists may have changed the beginning grade level of instruction from the second grade to the third grade, or from the fifth grade through the eighth grade, thus allowing schools to offer a continued sequence in foreign language instruction into the high school.

The Bill further stipulates that schools in Texas must comply in foreign language instruction in the elementary grades within five years from the effective date of its passage. In addition, the Bill provides for free textbooks and tapes to be supplied by the State Board of Education to each district.

What are the implications that the passage of House Bill 719 will have on Texas schools? Concerning bilingual education, this means that schools throughout the State must make some commitment. Schools must become involved in teaching a foreign language in the elementary grades. In the greater majority of districts, this foreign language to be offered will be Spanish. Our Mexican-

American children will feel the impact — this sudden change of acceptance of their own native language in the classrooms. In terms of the effects on the child, this means that the self-image and status will be reinstated and reassured. His acceptance by the peer group in mixed classes with non-Spanish speaking children tends to result in higher achievement in other areas of instruction. Since he often excels in his native language, this success is carried over into other subject areas. The person-to-person effect, then, is one of the greatest human factors to be considered in a bilingual program that is bound to result from the passage of House Bill 719.

In terms of teacher preparation, this Bill which allows school districts five years for setting up their elementary Spanish programs or a foreign language program in the elementary grades, gives colleges and universities in Texas ample time to reorganize their teacher preparation programs in foreign languges. With the demand for qualified teachers of elementary Spanish or other foreign language, colleges and universities can no longer remain aloof and indifferent to the shortage of these teachers which has existed in Texas schools up to now. Teacher attitude toward the Spanish language and speakers of the language must change between now and the time the State program is launched. A new frame of reference must be established with definite guidelines along teacher-pupil relationships and sympathetic human understanding. This undertaking implies that additional courses should be offered at the college level with more teacher-pupil involvement in their content.

The passage of House Bill 719 would certainly bring about a change in the methods of teaching a second language. If bilingualism is to be defined as a fluency in conversing, reading and writing in a second language, then textbooks and instructional materials must provide adequate means by which these skills are developed. Texts must provide the proper method of instruction by which Mexican-American children will develop, not only adequacy and fluency in their native tongue, but also fluency in English. More effective techniques for carrying out such programs are being tried now in San Antonio, Del Rio, Laredo, Edinburg, and El Paso; and the success of these pilot programs will influence the new approach to bilingual education.

Bilingual education in all of its broad aspects implies an understanding and an appreciation of the culture of the people whose language children are learning. This means that our schools must provide the opportunity by which an interaction of both the Mexican culture and the Anglo-American culture will take place. Overstressing the dominant culture has resulted in antagonistic attitudes on the part of members of the so-called minority groups. By what scale is a minority group labeled culturally deprived? Is it not possible for members of the majority group to be equally as deprived when it lacks an understanding and an appreciation of its neighbors?

Much of the wholesome socialization that takes place in a classroom depends on teachers' attitudes toward their Mexican-American children. Among the many qualifications for such teachers of Mexican-American children, the one I call "corazón" should be at the top of the list. This is the teacher's concern and care for these children and includes love and dedication to do something for them because he is responsible for the development of an individual like himself. The proper selection of these teachers rests on school administrators and personnel departments of the school districts in Texas.

In order to achieve true bilingualism — fluency in two languages — the younger the child begins his instruction in a second language, the more effective is his acquisition of native fluency and understanding in that language. From a handful of foreign language programs in the elementary grades in the early 1950's (and El Paso boasts of its unique program which began in the first grade in 1951), these programs have increased at such rapid pace that teachers and materials have fallen behind. Educators in the United States have come to realize that a foreign language is essential to the future lives of our children, for in becoming truly bilingual they will contribute doubly to the welfare of the community. The hope of better international relations and a sympathetic comprehension of the people of this hemisphere rests in our children. And since so many of our methods employed up to now have failed to bring about such understanding, perhaps the answer lies in communication — in a bilingual education that will bring about a person-to-person relationship that will assure us peace and mutual comprehension.

COMMENTARY

Al Ramirez

Assistant Director, Valley Association
for Superior Education

This is my first week with the experience of not being what I was, Mayor of Edinburg. These are some ways in which I am now addressed: the recently honorable, the ex-honorable, the once honorable, and the no longer honorable.

It is a pleasure to be here, but I wish I did not have to be commenting on Severo's speech. I don't want to argue with him, but I did make some notes so I guess I ought to go through with it.

There is one aspect of the rationale that we use for pushing bilingualism that I would suggest we discard. I have used it and have since discarded it. I'm suggesting that maybe the rest of you would join me. The myth is that there is an economic advantage that a bilingual has over a monolingual English-speaker when he's looking for work. That just has not been established. We're fooling people when we say it is true.

I remember the situation in Laredo, Texas with the telephone operators. They were not earning any more than the monolingual English speakers. Maybe there are just too many around. What I am saying is that if there were to be a severe shortage of bilinguals and if that shortage were to affect profits, then I'm quite sure that the business community would make the need felt and heard. We would not have to worry about that.

There is, however, a commercial value in bilingualism that may have been overlooked. That lies in the great growth market represented by the unproductive sector that Dr. Gomez referred to. When the educational level rises, the economic level will climb. It is known that when the economic level rises there is a tremendous rise in the market. Here is a proven commercial value, that would justify improving the educational level of bilinguals.

Dr. Gomez commented on the fact that schools have failed to recognize the contributions of the Spanish-speaking in the social studies, for example. That's true. However, I'm here to comment from the standpoint of a community leader or an office holder, I suppose, and I would like to say that in the political arena there has been a similar slight. The Mexican-American has been considered in the democratic process only as a vote producer at election time. That is when he can participate in a democratic process. Only recently has his potential for public service begun to be recognized.

I believe, as an observer in the political scene, that bilingualism will be needed in public service as long as there are people who, for whatever reason, do not feel confident in English, confident enough to go to their elected representatives with their problems. There is need for bilingual elected officials. For those who may think that this is a call for "Brown Power," I would suggest that it's perfectly all right for an Anglo, a native English-speaker, to handle Spanish well and get his votes that way.

Anglo-Americans could be made bilingual by using the same instruction we have for teaching English to the Spanish-speaker with preschool, inschool, and adult programs. These languages, Spanish and English, should be taught community-wide. Some would say that the older person can't learn a second language. But even if these oldesters fail to master the language forms that are necessary for conversation, I think one very important thing is the correct pronunciation of proper names. The sweetest sound in the world probably is the sound of your own name. I think that Mr. Smith from Harlingen does not like to be known as "Mr. Esmeeth from Harleenchen." We have this in the Valley. And I know for sure that a lot of people like to be saved embarrassment of the misinterpretation of their names because of mispronunciation or misplaced accent.

Even if these interferences, even if the so-called accent, were not entirely eliminated, I think that the experience of going through the difficulties of learning another language would tend to make us accept the little differences and the deviations more. We would learn to respect them. We need respect for differences in customs, habits, values, pigmentation, physical characteristics, and speech so that we no longer say, "I'm not paying attention to what you are saying because of your accent. I'm watching how many mistakes you make in pronouncing English or Spanish." That's silly.

Finally, a good program of bilingualism in a community may help shatter the myth that tainted speech is evidenced of tainted devotion to the country. Or to put it another way, that it is un-American to speak anything besides standard, midwestern English. It's certainly time that America outgrew this provincialism. It is certainly time that Texas joined the Pan-American Union.

THE SPANISH-SPEAKING CHILD IN TEXAS SCHOOLS

Herschel T. Manuel
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Conferences bring together participants from various backgrounds with different special interests. Each is concerned primarily with his own immediate activities, and each perceives the situation from his own point of view. To a degree we are all like the blind men in their perception of the elephant. One caught the elephant's tail and declared that he was like a rope. One put his arms around a leg and said that he was like a tree. The other put his hands against the side of the elephant and was equally sure that he was like a wall. Each, it should be noted, correctly described the elephant from his limited point of view, but his perception was woefully inadequate.

To change the figure, we are like the navigator of olden times surviving a storm on a poorly charted sea. When the storm abates and the sky is clear, he carefully takes his bearings and charts anew his course.

I invite you to turn aside from the specific activities which demand your attention as together we try to see our problem in better perspective and begin to chart a course for the future. After all, what are we trying to do? What is the basis of our concern? To what conditions must our efforts be adjusted? Where does the hope of greatest progress lie? In what direction shall we lead our people?

Two basic objectives are preeminent in my own thinking. The first is a community objective but one which relates directly to the work of the school. What we do in the school depends in part on the kind of community which we wish to build and maintain. To me the objective is clear; it is that of a democratic society in which all its members participate freely and effectively according to their respective talents for the common good, with equal rights and responsibilities for all. This means that the Spanish-speaking child, indeed every child, must be prepared for full membership in such a community. In this preparation the school has a major responsibility.

The second basic objective preeminent in my own thinking directs attention to the child. It is the development of the native capacity of each child to the highest possible level. This objective is supported, not only by a just regard for the inherent rights of every human being, but also by social need. Our common welfare depends on the conservation and development of human, as well as material, resources.

The attainment of these objectives in the Southwest is beset by special difficulties thrust upon us by events of the past, now beyond our control. Into this region have poured great numbers of people of different ancestry, different language, and different culture. First came the Spanish-speaking people from the South, then in greater numbers the English-speaking people from the North and East, and in lesser numbers people of other languages. History determined the geographical boundary between the two adjoining nations, and the Southwest of our immediate interest was established as a part of the United States. Here we are, people of different ancestry living together. We cannot now be separated. We must courageously attack the difficult problems of building a united community and adjusting education to the needs of children who come to us with differences which challenge our best efforts.

The building of a democratic society in which all participate for the common good and the offering of an educational opportunity adapted to the needs of each child are the common tasks of all our people. We are discussing the special problems of a particular group, but that group is itself a part of the larger community and in this larger context loses its identity. Our people of every origin together form the larger community, which in turn is concerned with the welfare of all its constituents. We must never be maneuvered into the position of asking a group of one national origin to do something for another. It is the whole community of whatever origin which we are addressing in behalf of children with whose special needs we are concerned.

The statement of our topic as the education of Spanish-speaking or Mexican-American or Spanish-surname children is deceptively simple and to a certain extent misleading. We must avoid like the plague the formation of an image of the so-called "typical" Spanish-speaking or otherwise designated child to whom education must be adjusted. Like other children, Spanish-speaking children vary widely among themselves in every trait significant for education — for example, in native capacity, from feeble-minded to geinus; in economic status, from poverty to wealth; in home background, from extreme cultural opportunities; in language, from use of Spanish only to use of English only. An effective educational program must recognize these differences and be directed toward the needs of individual children. It is the individual child who learns, not the group; and it is the individual child to whose needs teaching must be adjusted.

The problem with which we are concerned is not that of finding better ways to teach a child who has a Spanish surname or one whose ancestors came from Mexico. As far as such designations are concerned, the problems of these children are just like the problems of other children. The special difficulties with which we are struggling are those of children who must learn a second language outside of the home; of children who in addition suffer the disadvantages of poverty; of children who have to adjust to patterns of living in the larger community different from those of the immediate environment; and of children whose migrant parents have no secure place in the community.

Differences in the home language of large numbers of our people in the Southwest present major problems to the community and to its agency for formal education, the school. To meet the objective of a united community in which all work together for the common good, our people must be able to communicate with each other. The Tower of Babel is a vivid illustration of the need of a common language. All went well, and the tower went higher and higher until the people began to speak different languages. Then the whole project failed. If people of different languages are to work together effectively, one or both must learn the language of the other.

In the Southwest, the main burden of learning a second language obviously falls on the Spanish-speaking child — not because English is a better language or because it is imposed by some authority, but because of the situation into which events of the past have brought us. English is the native language of the great majority of our people, the predominant language of government, business, industry, and news media. English for the Spanish-speaking child is a necessity if he is to become a full participant in the activities of the community, the state, and the nation.

Although Spanish for the English-speaking child is less urgent, his learning Spanish would greatly improve communication and understanding among our people. Spanish deserves a special priority in communities in which there is a considerable proportion of Spanish-speaking residents. In teaching Spanish for its local value, the early years are of prime importance, both because these years are favorable to language learning and because better communication improves the relations of children of different backgrounds.

Attention to the second language in a bilingual program should not obscure attention to the native language but this is precisely what has too often happened in the education of the Spanish-speaking child. We put great effort into developing the English of the English-speaking child from his first school enrollment on into college, but we commonly neglect the Spanish of the Spanish-speaking child, at least until the later school years. This is a serious error.

A child's native language is an individual and community asset of great value. It is a contribution of the home toward effective communication with others in this nation and abroad where Spanish is spoken. It has both economic and cultural values. It can be a great asset in the child's school work. The problem is to find how the child can achieve competence in both Spanish and English.

The school has been right in its emphasis on English. Its record is far from perfect, but at its best it has done an excellent job under most difficult conditions. Great advances have been made in teaching English as a second language. I pay tribute to the understanding and skill of the many teachers who have helped thousands of Spanish-speaking children through extreme difficulties to happy and efficient lives. Many students could offer testimony such as these quotations:

(1) My teacher, rest her soul, did everything to help. I would go to her house every Sunday, and she would get me to go over the words and pronounce them.

(2) I was very lucky to have a very nice teacher in the first grade . . . I shall never forget that teacher. I still visit her.

(3) Now I am fifteen and a sophomore . . . I was elected vice-president of the sophomore class, an office which I proudly hold. I made a straight-A average this semester and achieved a goal longed for, the National Honor Society.

Although the school has been right in its emphasis on English — which indeed must continue — it has not been right in its neglect of the native language of the Spanish-speaking child, especially in the early school years. Offering Spanish in the junior or senior high school or even in the later elementary grades is too little and too late. Even the Spanish learned from uneducated parents is a tremendous asset, to be improved and developed, not left to chance or neglected until the child has lost interest. From the first enrollment of the child definite attention should be given to his native language. This in no way lessens the importance of English. We must learn how to carry the two along together most effectively. The motto of the schoolroom enrolling Spanish-speaking children should not be *We speak English,* but *We speak Spanish and English.* This should be proudly proclaimed by the teacher and the pupils. In the later school years the more gifted Spanish-speaking children as well as the more gifted English-speaking children can add a third motto, *We speak German,* or *French,* or *Russian,* or *Chinese* or a language of some other people also.

In some states the goal of preparing all of our children to live and work together through use of a common language has been supported by a law making English the language of instruction in the schools. The intent of this law is good, and in some districts the law has probably prevented a short-sighted policy of denying children an adequate opportunity to learn English. But the law goes too far and should be modified with proper safeguards to permit the use of a child's home language when its use is educationally sound. Under proper control it is possible to make effective use of the home language without detriment to the English program, and schools need that opportunity.

Because of significant differences in communities and in children, no *one* program best for all is possible. Communities differ in the quality of available leadership, in economic resources, in the proportion of persons speaking different languages, in the number of migrant children, in the educational level of the parents, in the opportunities for learning English outside of the school, and in other characeristics which have a bearing on the educational program.

The goal of education is to give each child the opportunity best adapted to his individual needs. The handicapped child must have learning conditions adapted to his needs, and at the other extreme, the gifted child must have the chance to develop fully his talents. The same principle holds in teaching language. The child who is just beginning a language needs a program very different from the program which will give the best opportunity to the child who already knows much of the language. Adjustments must be made also to differences in abilities and objectives. Realistic language goals for most of our children will expect only modest achievement.

A large proportion of the Spanish-speaking children who must learn a second language outside of the home also suffer the disadvantages of poverty and the accompanying cultural privation. Many are children of migrant laborers who move with the seasons and who cannot be fitted into the regular school program without special adjustments. When the migrant family has no home base, neither the parents nor the children have a stable and secure place in the community. Many of the parents have little education and have no long-term educational goals for their children. Accustomed to poverty and an inferior place in society, they try to find their happiness within the narrow limitations which their lack of resources has imposed. Through long experience in frustration and failure they may surrender unduly to difficulties and rationalize their condition as God's will, unable to take advantage of the opportunities which could be theirs. Incidentally, this acceptance of events as God's will when they appear to be beyond human power is neither strange nor unique; it is precisely the comforting thought of religious people everywhere.

The home and the immediate environment of the child are the first educational agencies to shape his future. The disadvantaged child comes to school with more to learn than children of more favored environment. The youth of a different home language and of cultural disadvantage is likely to share attitudes commonly found in the group — a feeling of not belonging to the community as a whole, a feeling of isolation and often of resentment, a feeling of hopelessness, and a lack of goals reaching far into the future.

Obviously, both humanitarian considerations and educational needs direct our attention to the possibilities of improving the disadvantaged home. This means developing an economic system in which the family can find stable employment and a living income; bringing the parents into full membership in the community; extending supplementary educational opportunities to the parents; helping them to emerge from the despair of poverty and the attitude of dependence which have been their inheritance; and assisting them to have a more constructive part in educating their children for a better life than they themselves have had.

We live in a changing world, and change is now very rapid. It is often a difficult and traumatic experience for parents, and for children as well, when a child enters a society and begins a pattern of living different from that of his parents. Many a youth finds himself confused and frustrated in making this adjustment, criticised or rejected by his parents and uncertain of his position in the large community. Both parent and child need help at this point.

The greatest need of children who are seriously disadvantaged by poverty and of children who must learn a second language outside of the home is the opportunity to begin their learning at the lowest age at which formal education can be effectively offered. For many children beginning at five or six is too late. Six is the usual age at which reading is begun. By that time the normal child should be prepared to go forward in the language in which the major part of his school work will be conducted. Applied to the Spanish-speaking child, this general principle means that before the age of six he should become orally bilingual and should develop the reading 'readiness' which will enable him to go forward with English-speaking children.

The sober fact is that every disadvantaged year retards by so much the development of native capacities. Every year of deprivation increases the backlog of the things which children have to learn and lessens their ability to compete with children who have equal inborn capacity but superior opportunities. The native ability of a child cannot develop normally without adequate opportunity, and the severely disadvantaged home cannot offer that opportunity. The only hope is to supplement the opportunities of the home as early in the child's life as outside help can be effective. Intelligence is not something fully grown at birth ready to burst forth in full power at any age regardless of previous experience. It must grow from year to year, and the opportunities for growth in the early years are extremely significant. It is not surprising that many disadvantaged children are behind at six years of age and that they fall farther and farther behind in succeeding years. They go forward at a less rapid rate both because they have more to learn and because their very ability to learn is stunted.

The next great step in Texas education is to take the five-year-old into full membership in the school system. This step has been too long delayed. Let us fervently pray that the present session of the Legislature will give our children this new opportunity to develop resources which otherwise will lie dormant or have only a meager growth.

Extending education to the five-year-old is not enough for the children who have the double handicap of extremely limited developmental opportunities in the home and the necessity of learning a second language outside of the home. For these children we must reach down to the four-year-old and perhaps even the three-year-old.

The education of children in these earlier years can best be conducted as a part of the work of the regular school system, not some other agency. The educative process needs continuity, with one level leading on to the next smoothly and effectively. The extension of education downward is a challenge and an opportunity which will test severely the ability of the school to adjust to social change.

The possibility of improving the education of our people, including more efficient language learning has been greatly increased by recent advances in technology. The computer, communication system analysis, the new interest of industry in education, and the increase in available funds open attractive possibilities which we can foresee only dimly as yet. But realization of these possibilities will require radical changes — for one thing, a new emphasis on research. In the January, 1967, **Phi Delta Kappan,** Francis Keppel, recent U. S. Commissioner of Education, points out that "research and development are greatly esteemed in industry, in technology, in medicine — in almost every major enterprise but education, where research has long been undervalued and underfinanced." Contrasting industry and education he says that "a few American industries spend up to 10 per cent of their gross revenues on research and development," but that in 1965 "the nation spent less than one-half of one per cent of its educational funds on research to improve the educational process itself." In general, educational experimentation as contrasted with experience, has been woefully lacking in education. Experimentation is difficult, expensive, and time consuming, and we have often had resources barely sufficient to keep our schools going on a satisfactory level. Like the sawmill which had to shut down its regular work to have enough steam to blow the whistle, we have lacked the means to give our work the study which it should have. But it is not all a matter of finance — it is partly a matter of attitude and preparation that has kept us from real research. Too often our people get an idea and exploit it eagerly, but more or less blindly, until another attracts attention; and away we go with that.

An area in which we need the most imaginative experimentation is that of finding ways to make the learning of a language in greater degree an **incidental** outcome of other activities. The way children learn the language of the home without organized instruction should be extremely suggestive to us. The learning of language in the home is in large measure only incidental to the activities in which the children engage. They learn to understand and to communicate through participation in these activities.

The utilization of activities in language teaching is not at all a new idea. In an Office of Education Bulletin (1937, No .15) Professor J. L. Meriam describes an experiment in learning English incidentally. He writes:

> The teaching of English — or much better in this case, the **learning,** of English by pupils — is strictly incidental to the fundamental objective throughout this school, viz, improvement of the pupils' activities in normal life . . .

This does not mean, of course, that the learning through activities is **accidental.** The challenge is to develop situations and materials which will effectively carry the child forward in his mastery of the language which we wish him to learn. The greatest handicap now in learning a second language is the lack of opportunity to use it in normal activities.

One of the possibilities for teaching a language incidentally is its use in presenting "content" materials. Language is not taught exclusively, or even best, at times in the class especially designed for language instruction. The teaching of Spanish or English to the Spanish-speaking child will be much more effective if it includes reading and discussion in a great variety of fields than it will be if it is restricted to direct teaching of the language.

But the opportunity for learning language through participation in normal activities needs an even more imaginative approach. We need to create multiple situations in which the learning of English will be incidental to the activities but which are also carefully planned to increase the mastery of language at higher and higher levels. The provision of volunteer or paid teaching assistants can enormously increase the opportunity for individual children to obtain the practice which they need. Technological advances suggest the exciting possibility that machines can be developed by which an individual child can be a participant in games, drama, or discussions of intrinsic interest, and in which he will respond as well as listen. Research of this kind challenges the team work of various specialists in education, communication, and technology.

The problems of education in the Southwest are further complicated by differences in culture and historical background. Culture as a broad term includes the many describable characteristics of a population — how the people live, how their society is organized, what they value, how they interpret life, and what inventions and works of art they have. Language itself is a part of the culture of a people.

The culture from which a child comes is a significant element of the learning situation and for that reason is of concern to the school. Knowledge of a child's background is a step toward adaptation to individual differences. If a teacher knows the pattern of living and thinking of the group from which a child comes, he knows better what to look for in appraising his needs and interpreting his behavior. He dare not assume, of course, that a given child has the traits which are frequently found in the group; he must learn the child's traits by a study of the child himself.

The necessity of understanding the culture of a group carries no implication that the culture should be preserved or changed. The value of a cultural trait does not rest on its origin but on its contribution to life in the present and future. Patterns of thinking and acting in a group originate as adjustments to the environment in which people live. Today's conditions are very different from what they were in earlier times. We have moved from a relatively simple, non-scientific, handwork, rural community to a complex, scientific, machine, urban community. We may hope that from our rich heritage the living patterns will survive which contribute most to our well being.

In acquainting children with the world in which they live, our efforts are constantly haunted by the dangers of biased interpretation, misplaced emphasis, and narrow provincialism. A review of the past may divide us by keeping alive old antagonisms rather than unite us in common efforts toward a better solution of our problems. We may lose ourselves in dramatic episodes and fail to appreciate the underlying causes of conflict. We may fail to see in history the long struggle of the human race toward a world in which groups and individuals can live in security and work together for the welfare of all. We may forget to trace the development of agriculture, industry, commerce, and communication. We may fail to review the conquest of disease, the development of science and inventions, the efforts toward child care and education, and the groping of man toward an understanding of the world and of himself. We may give too little attention to the accumulation of precious cultural products in architecture, literature, music, and art.

The Southwest is our home; and our children need to know about its history, its geography, its accomplishments, and its problems. They need to know a great deal also about our neighbors, friends, and relatives across the Rio Grande. They need to know something of the struggles of the pioneers who first entered the Southwest and of what they brought with them to enrich the lives of us all. They need to know more about the industry, the architecture, the music, the art, the achievements, and the progress of modern Mexico.

On the other hand, it is the business of education to extend experience far beyond the local community and the area close at hand. Our children of whatever ancestry need to extend their knowledge to the whole world — and to outer space. Our inheritance includes the thinking, the discoveries, the inventions, the literature, the music, and the art of many people ancient and modern. It would be tragic to deny our children a full opportunity to enjoy this inheritance. In music, for example, who would have us neglect the great contributions of Casals (Spanish), Verdi (Italian), Wagner (German), Chopin (Polish), Dvorak (Czech), Schubert and Straus (Austrian), Tchaikovsky (Russian), Sibelius (Finnish), and the many others of exceptional talent and productivity.

An overemphasis on differencies in culture and national origin can seriously hinder the building of a united community. I cannot agree with those who would emphasize group solidarity and group power along cultural or ancestral lines. The divisions of our people along lines of national origin should disappear. It is not constructive to emphasize these differences. We should identify ourselves, not with the place from which our ancestors came, but with the community of which we are now a part.

A child may be proud — and rightly so — of the country from which his ancestors came, or he may be blissfully unable, as I am, to trace his ancestry beyond the borders of this country. The more important thing is that he perceive himself of a vital part of the community, state, and nation in which he now lives, and that he vigorously assert this membership. In this State he should proudly say, I am a Texan; I am an American; I am part of the great family of nations; this is **my** town; this is **my** state, this is **my** country; or better still, this is **our** town, **our** state, and **our** country.

The extension of education downward and the improvement of education at all levels will require qualified personnel in much greater numbers. Persons qualified for research and persons qualified for teaching are already in seriously low supply. Programs of teacher training need to be expanded to include greater numbers of qualified candidates and to be revised to fit new policies and programs. In addition, teachers in service and former teachers who are returning to teaching need to be brought up to date.

The recruitment of able young men and young women for careers in teaching and the retention of qualified teachers is a problem in which the schools must have the support of the public. Three directions in which the assistance of the public is imperative are: (1) improvement of the concept which people generally have of the teacher and his work; (2) a provision of facilities for expert work and of assistants who will relieve the teacher from much of the routine that diverts time and effort from professional activities; and (3) an increase in salaries sufficient to make them competitive with the salaries of other workers of equal preparation and responsibility.

We who have the responsibility of training teachers and of administering the work of the schools need, not only to facilitate in every way possible the work of the teachers, but also to keep alive the kind of idealism and enthusiasm expressed by the young woman from whose letter I quote. She had just completed work for the bachelor's degree and her preparation for teaching.

> I want to teach so much that it just hurts not to be doing it. Good teachers are needed so very badly in so many places, and I do think I could do a good job. I want very much to teach at the primary level — especially in the first grade. I think it is so important for young children to develop good habits and to start the foundation of all their skills. The enthusiasm of first-grade children is just infectious, and I enjoy them tremendously. Sometimes I was ready to pull my hair this fall, but then someone would say or do something, and I would know it was well worth all the time and trouble.
>
> I want very much to work with children in a lower socio-economic area—especially the Spanish-speaking children. They need good teachers so much—and although the work is very hard, it is especially rewarding. I can teach these children, I know that now, and I want to continue teaching them . . . It was quite an emotional pull when I had to leave "my children." Fortunately we hadn't told them ahead of time; so it was easier to leave than it would have been. I still miss them and worry about them. It was such a joy when someone would do something, and you knew that he had learned it from you. You could just see the children learning and growing before your eyes, and it was just amazing. I just can't wait until fall so that I can begin teaching.

Thank you, Helen, for this simple but eloquent expression of your ideals and hopes. And may the difficulties which you will meet never be overwhelming. At times you may seem to be carrying only a flickering flame, but in reality it is a torch, the torch which will light the way for your disadvantaged children toward the ability to read for themselves the recorded wisdom of the ages; toward an appreciation of the music, literature, and art of our rich cultural heritage; toward increased competence in the work of the world which they will all enter; toward a better understanding of themselves and of the world about them; toward self-confidence and mental and physical health; and toward membership in a better society in which all participate freely for the common good. This is the significance of the work which you are eager to enter.

The problem of educating the Spanish-speaking child acquires a new perspective and a new urgency when it is seen as a part of the problem of building and maintaining the kind of community in which all participate effectively and freely for the common good with equal rights and responsibilities. This in turn is a part of the worldwide human problems of learning to live together—a problem still far from solution as witness the bursting shells in Viet Nam, the tragic necessity of our own nuclear armament in self defense, the stirring of millions of hungry people in undeveloped countries, and the threat of increasing population struggling for a part of a limited food supply. What more do we need to stir us to action before time runs out?

In attacking these problems of welfare and survival, we of the Southwest must begin at home and set our own house in order. Our population of various ancestry, language, and culture must become *one* people concerned that every child will have the best opportunity which can be provided.

The building of a community which best serves our common welfare is not the problem of the school alone. Such a community should be an objective high on the agenda of every religious group, every parent-teacher organization, every chamber of commerce, every legislative body, every administrative office, every civic organization—in short, all persons of good will. We must not blight the hopes of children through political or other differences. Much more than education is needed, but education is central; education must have public support as well as our own best efforts. We educators do not come to the public seeking selfish advantage; we come only with requests for support of the task which the people have given us. But we must explain what this task implies in order that education will have in community planning the high priority which it must have, even to the point of sacrifice.

To get ahead we need first a clear vision of our objective; second, the know-how, the knowledge of effective means to accomplish what we seek; third, the trained personnel, the equipment, and the funds to do what needs to be done; fourth, the sweat and tears of dedicated men and women; fifth, the ability to work together toward a common goal; and, finally, the motivation necessary for a long and sustained effort. In the long run, beyond the necessities of daily life, people give their time and energy to goals which express their deepest desires.

Whence shall this motivation come? A selfish concern for the welfare of ourselves and of our children should be enough. Beyond this is the motivation of the kindly sentiments, the good will toward others with which nature has endowed us all. Beyond this for those who believe in a living God is the command still unfulfilled after nearly 2,000 years, "Thou shalt love thy neighbor as thyself." Beyond this is the vision of a better world, like that of the Apostle John as recorded in the Book of Revelation:

> And I saw a new heaven and a new earth; for the first heaven and the first earth were passed away. And there was no more sea.

"No more sea," the symbol of division! As we look at disadvantaged children, the deprivations of poverty, the divisions among our people, the social wrongs that need to be righted, the difficulties of our task, and the "long days of labor and nights devoid of ease" that must be given to the struggle upward, we too can be sustained by the vision of "a new heaven and a new earth." Looking far ahead, the "nuevas vistas" of this Conference should be nothing less than "a new heaven and a new earth" with a united people from whom the divisions symbolized by the sea have disappeared. To us is the heavy responsibility but glorious opportunity of moving toward that goal.

COMMENTARY

Joe Cardenas

Chairman, Department of Education, St. Mary's University

I wish to congratulate Dr. Manuel for his excellent and timely remarks to this gathering. I know that I can speak for everyone in stating that we look to Dr. Manuel as a fine leader in the education of disadvantaged youth. Many of the problems we are now attacking were identified through his efforts. Many of the problems now being implemented and suggested were initiated by him. For many years I, and many other educators in Spanish-speaking southwest, looked up to "El Doctor Manuel" as the most respected and best loved educator in his field. We thank you, Dr. Manuel.

I do not wish to take issue with what Dr. Manuel has said. On the contrary, I have been requested to comment on the role of the college in the teaching of the Spanish-speaking child in Texas schools.

That current programs preparing teachers for this type of work are inadequte is rather obvious. Present restrictions on programs of teacher education make it impractical, if not impossible, to graduate a new teacher that is knowledgeable and competent in this highly specialized field. Therefore, we must look for the solution in advanced studies, in graduate programs, institutes, or other types of organized endeavors on the part of universities.

If the recent history of college efforts in the special preparation of teachers is indicative of the ability of the colleges to provide solutions, the future of education looks bright. The colleges were able to furnish leadership necessary for the success of the National Science Foundation Programs in developing new concepts for the teaching of science and mathematics. The variety of institutes which many of us attended for the updating of science and mathematics teachers throughout the country has become a part of the tradition and growth of our educational system.

Imagination and innovation on the part of the colleges have continued in the National Defense Education Act institutes which were inaugurated in 1958. Through these college institutes an entirely new approach to the teaching of mathematics is now seen in the schools. So much so that just last year when my oldest son entered the seventh grade, I finally said to him, "Son, if you need more help in your mathematics homework, please stay after school because I cannot spend three hours explaining one problem." Continuous teaching and updating for thousands of science teachers has occurred. The improvement of instruction in the development and utilization of instructional media has been provided. Rapid development of language laboratories and great strides in the training and utilization of counselors in the secondary school, and lately at the elementary level, are a matter of record.

The Higher Education Act is providing, in addition, a variety of programs designed for specific colleges in the preparation of teachers. The New Teacher Fellowship programs are currently training teachers from the ranks of recent college graduates who had not considered teaching as a profession during their undergraduate years. The Experienced Teacher Fellowship program is another example of college efforts to assist education through new programs.

It is interesting to note that in spite of the newness of the program and the short time allowed for the preparation of proposals, the U. S. Office of Education was flooded with college proposals for new programs containing many new concepts in the training of experienced teachers. Monday and Tuesday, (April 10-11) it was my privilege to be at the University of Texas in El Paso and to participate in the evaluation of a fellowship program for the training of 25 special teachers in the teaching of remedial reading to Mexican-American children. The program utilized an interdisciplinary approach with the Departments of Sociology, English, and Education sharing the planning and execution of the program. These teachers, all of whom had had at least five years of teaching experience in El Paso and southern New Mexico area schools, are to be highly commended for their attitude toward this program. Even though the teachers complained of an excessive work load (their classes began at 7:30 in the morning and continued until late in the afternoon, including two hours of daily practice in teaching remedial reading to children in the El Paso schools), to the surprise of the evaluation team, these teachers had made special arrangements on their own initiative for taking an additional course in Spanish on Saturday mornings in order that they could better communicate with the children.

Looking at elementary and secondary schools, there are at least three very important illustrations of college participation. College personnel are serving extensively as consultants, particularly under Titles I and II of ESEA. Joint projects, such as teacher aide programs and other types of innovations, are carried out by the schools and the colleges working together.

Sometimes all this just creates more problems. For years the teachers have been complaining that they needed more assistance in carrying out the clerical jobs that teachers traditionally have been requested to do. Working with one of the local school districts, we supplied 30 aides to perform clerical and non-professional types of duties. Much to our surprise, there was quite a bit of success in the program. We found out that we are going to have to incorporate the employment of aides in the training of teachers. In many cases neither the teachers nor the aides could come up with clear ideas on how to use the aides. It is probable that in many other programs a lot of new information will be acquired that will radically change the training of teachers. There are also new programs under Title III. I am very happy to have been named to participate in the development and implementation of such programs with the Southwest Educational Development Laboratory. The Southwest Educational Development Laboratory has taken the initiative in developing new programs at Texas Technological College in Lubbock primarily designed to prepare teachers for Mexican-American children. Everyone is very eager to meet and to work with the persons that will be graduating from these courses.

Almost every college has provided personnel for consultants to Office of Economic Opportunity programs. We, for example, have been working with the Model Cities projects and with all the various new acts that concern education. Clearly the evidence indicates a willingness and a capacity of teacher preparation institutions to carry their share of the burden in attacking the problems being defined in the education of disadvantaged youth. All of us in teacher education sincerely hope that you will continue to work with us and give us the opportunity to work with you.

COMMENTARY

Tony Garcia
Elementary Principal, McAllen, Area 5 Coordinator, SEDL

I have been asked to give my viewpoint as a principal of a migrant school on the migrant Mexican-American child in Texas Schools.

It was my privilege to start one of the Texas pilot programs in 1963 for the education of migrant children. I have seen the wonderful benefits of this program. As Dr. Edgar mentioned, this program may not be *the* answer, but it certainly has done a lot for the children; and, with the cooperation of other organizations such as the Southwest Educational Development Laboratory and Title III projects, we are hoping to improve tremendously.

The child that we classify as migrant is a child that is away from his home base from four to six months. These children have the same problems, plus many others, that the non-migrant Mexican-American child has. These children do not read a book, a magazine, or a newspaper during these four to six months. Most of the time they speak only Spanish. They live in camps or whatever accommodations their employers may furnish. They are nearly always poorly nourished and poorly clothed. They come back to school having forgotten much more than those children that are out of school during the summer months only.

States, like Oregon, California, Colorado, Wisconsin, Washington, and others, are operating special programs for our migrants. The results are noticeable.

How does one describe a migrant child? It depends on who is doing the describing. The description of a migrant child, for instance, from an educator in Indiana does not fit the description that is given this migrant child in Texas. The children here at their home base show pride in themselves—it is not the same as living in the back of a truck. We have had visitors from other states ask, "These are migrants? They look so neat; something's wrong." I'm not saying that all these children live in $10,000 or $15,000 homes, but some of them do. However, many of them, families of eight or ten, live in one- or two-room homes with dirt floors.

Now, with programs for parents such as migrant adult education, parents are becoming much more interested in their children's education. This is very good and very helpful.

Our greatest concern for these children is to keep them in school as much as possible and to try to prevent their falling behind. Every year they used to regress, it seemed, until this new program came into effect. Today, the older migrant child is usually torn apart by the desire to attend school for its benefits and by feeling of duty and responsibility to help out financially at home. He becomes restless and frustrated when there is no food at home, when the parents are running out of money, when there is no job and they are thinking of moving. Teachers have to cope with and understand these problems.

A recent survey of migrant children concerning their feelings about being migrants offered interesting information. On the positive side, they say they like to travel and to make new friends wherever they go, they have money for food, and the teachers in the migrant school like them better. On the negative side, they say they usually have no money, they leave their friends, people stare at them, and immigration officers ask questions. Younger children who don't work have to take care of the infants and do the housework. Parents don't pay attention to them and worry too much about money. The back of the truck can get mighty cold.

These children need good teachers as all children do, but they need a special kind of teacher. Here let me reemphasize what Dr. Manuel said, what Dr. Gomez and others have said; they need teachers that will visit their homes and find out what their living conditions are like. They need teachers that have a real interest and the desire to teach this type of child—teachers that are willing and capable of trying out new programs, new techniques, and new experiments to find new ways and methods to reach them. They need teachers that respect the cultural background of the children and that will build on this background—teachers that provide rich experiences in the classroom, that have rooms lovely to look at and happy to be in, and that can say and feel, "By the grace of God I'm here; join me."

COMMENTARY

Teresa L. Long

Research Associate, Governor's Committee on Public School Education

My comments are based primarily on my experience in working with school superintendents, principals, curriculum directors and teachers while I was with the Texas Education Agency. I am not representing the views of the Governor's Committee on Public School Education.

By visiting schools and by talking to school administrators and other school personnel, one can see that progress is being made in some school districts toward meeting some of the suggestions mentioned by Dr. Manuel.

Many public school people have recognized the need for:

1. Special programs such as pre-school programs, remedial programs, and experimental programs;
2. Health services such as food services, physical and dental examinations and treatments;
3. Good cooperation and understanding between parents and the school;
4. Adequate buildings, teaching supplies and equipment;
5. In-service training programs for teachers and other school personnel; and
6. Better coordination and cooperation with community agencies in meeting the needs of school children.

Last year some schools were able to meet some of these needs through the use of State and Federal funds. Programs which have reached a large number of the Spanish-speaking school-age population are the Pre-School Instruction Program for the Non-English Speaking Children, the Migrant Project, Title I of the Elementary and Secondary School Act, and programs funded through the Office of Economic Opportunity.

The need for preschool instruction for non-English speaking children was recognized in Texas several years ago. However, it was not until 1959 that the State Legislature passed into law a pre-school instructional program for non-English speaking children to be financed by State and local funds. The purpose of the program is to prepare non-English speaking children for entry into the first grade before placing them in the formal school instructional program. This program is held for 120 clock hours with most programs holding classes for three hours per day for six weeks. Last year 175 school districts participated, and approximately 20,000 children were enrolled in the program.

As a pilot project, a six-month, extended-day school program for the education of approximately 3,000 migrant children in grades one to eight was implemented during the 1963-64 school year in five school districts in the Valley. Funds were provided for additional teachers under the special migrant formula through the Minimum Foundation School Program.

Last year, during its third year of operation, the Migrant Project received additional financial support from a grant made available to the Governor's Office through the Economic Opportunity Act of 1964. The funds were used to provide: instructional materials and equipment, school supplies, special personnel, medical services, food services (breakfast, lunches, snacks, fruit), clothing, and other welfare services. Forty school districts participated, with 20 districts in the complete migrant program and 20 districts in a modified program. Approximately 20,083 children were served last year, 15,028 under the complete program and 5,055 under the modified program. The combination of additional classroom teacher units under the Minimum Foundation School Program, with the provision for supportive services and special personnel under the Economic Opportunity Grant, constituted a complete program in the Migrant Project. The modified program obtained the benefits of the grant but not extra classroom teacher units supported by the Minimum Foundation Program.

Many of our Spanish-speaking children have also benefited from Title I of the Elementary and Secondary Education Act of 1965. Under Title I, funds have been used by schools to obtain materials and equipment (such as films, books, records, film projectors, playground equipment), buildings (such as portable classrooms, portable libraries and the construction of additional classrooms or other school facilities), school supplies, special personnel (such as remedial reading teachers, teacher aides, social or community workers, librarians, nurses, special teachers), medical services (such as physical and dental examinations, immunization vaccinations, and follow-up services), food services (such as breakfast, lunches, snacks, and fruit), clothing and other welfare services. Special programs have been implemented, such as after-school study centers, field trips, tutorial services, recreational programs, summer school programs, experimental programs in the teaching of the Spanish-speaking child and in-service training programs for teachers.

The Head Start Programs and the Day Care Centers funded under the Economic Opportunity Act have reached many of our preschool children. The objective of the Head Start Program is to prepare children for their first experience in formal schooling. As an example of the cooperation that exists between some school districts with their local community organizations and with the State and Federal governments, last summer several school districts were able to coordinate their program for Non-English Speaking Children with Title I and/or Head Start programs to provide more services for the preschool children.

Indirectly, the Adult Basic Education Program and the Adult Migrant Education Program have also been contributing to the education of the Spanish-speaking child. When the parents are enrolled in one of these programs, they become more interested in the school and in the education of their children. Their children, in turn, develop a better attitude toward school, and their attendance is more regular.

All of these programs that I have mentioned have benefited some of our Spanish-speaking students in some of the Texas school districts. Not all school districts participate in these programs, nor do they all provide the same services. Such factors as lack of funds, lack of community interest, or fear of community reaction are charged with being the reason or reasons for some school districts not providing needed services such as medical services, food services, remedial programs and others that I have already mentioned. One of the most challenging problems existing today is the attainment of closer coordination and cooperation by the school, social agencies, and community organizations in utilizing existing funds to meet best the needs of our Spanish-speaking children in all of the Texas schools and in communicating with parents as to what is going on in the schools and how they as parents can help the school in meeting the needs of our school children.

TEXAS CONFER
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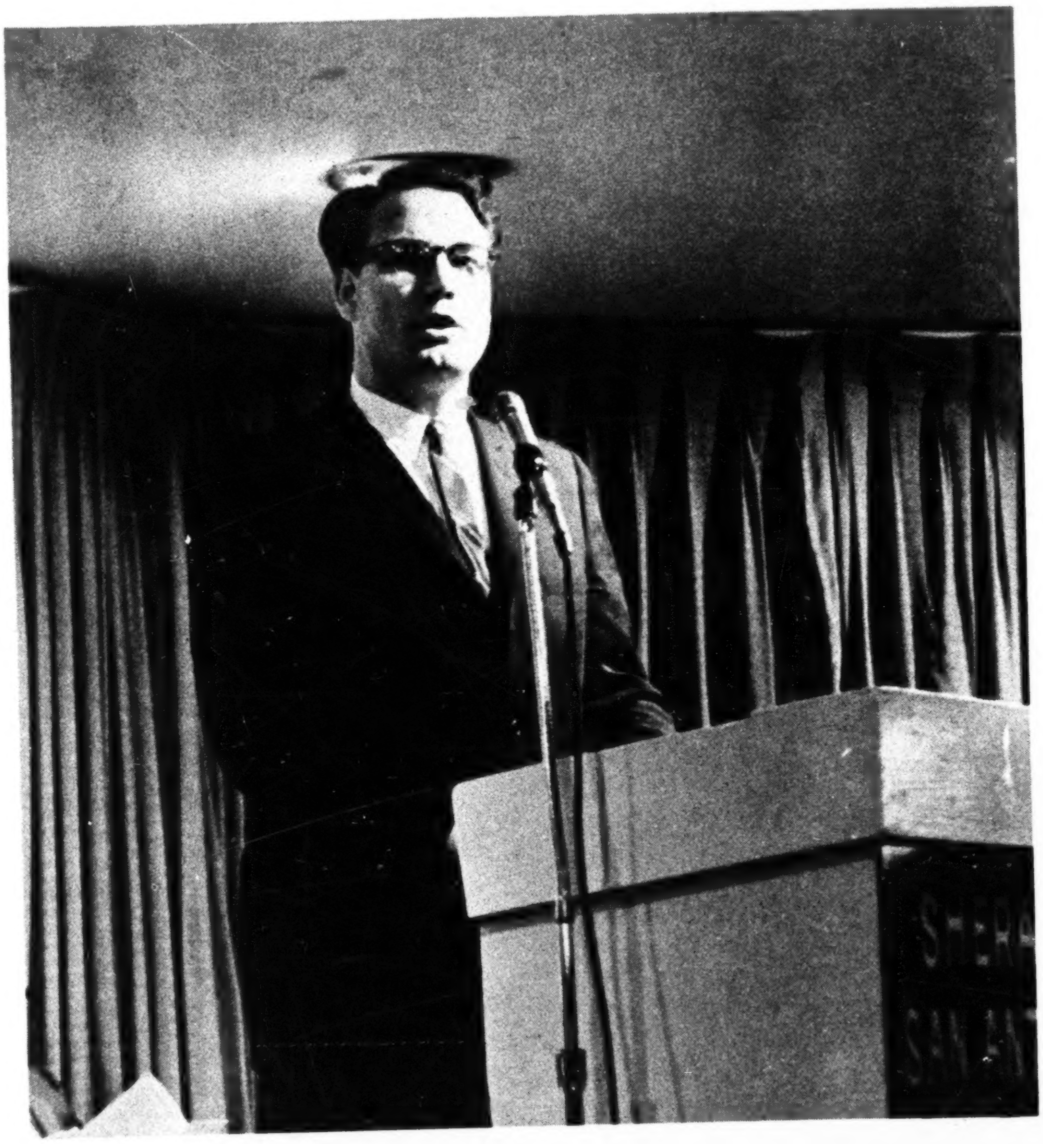
PROVING EDUCATIONA

GOVERNOR JOHN CONNALLY
"We must create here a bilingual society. I would like to see Spanish taught in the lower grades in every public school system in Texas."



DR. NOLAN ESTES
"We must all work for an end to the law which says that all classes in this state—and all other states—shall be taught only in English.

DR. DWAIN ESTES

"A primary goal of this Conference is to focus attention on problems that have not been solved and which require immediate attention."

DR. EDWIN HINDSMAN AND W. R. GOODSON

"All Americans can work for a more reasonable, more civilized life for us all—and understanding is a key to this more civilized life."—Dr. Hindsman

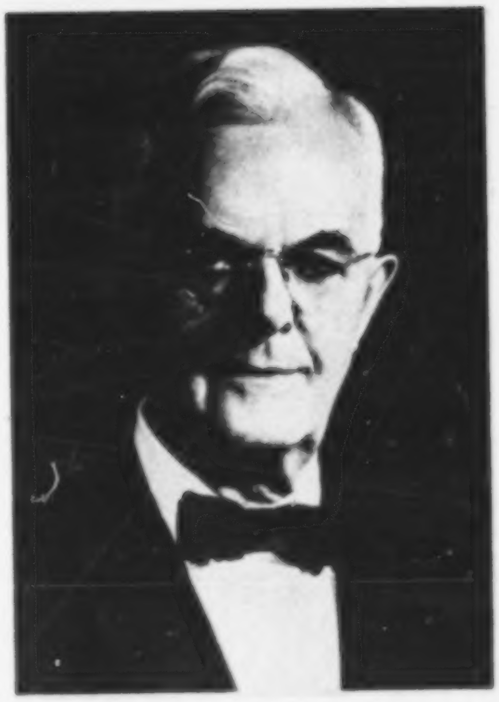
THE REV. HENRY J. CASSO, DR. SEVERO GOMEZ, SENATOR YARBOROUGH

"I envision the development of bilingualism not only for the child whose first language is Spanish, but also for the child whose first language is English, allowing the latter to take advantage of the natural laboratory within his midst and the important contribution a second language can make to his academic and social development, as well as to his well-being.

—Dr. Gomez

SENATOR YARBOROUGH RECEIVES CONGRATULATIONS

"The plight of the Spanish-speaking peoples of the Southwest is practically unknown to the rest of our nation, and unless we act quickly to remedy the situation, this denial of equality of opportunity will grow worse."
—Sen. Yarborough



DR. H. T. MANUEL

"A child's native language is an individual and community asset of great value. It is a contribution of the home toward effective communication with others in this nation and abroad where Spanish is spoken. It has both economic and cultural values. It can be a great asset . . ."

DR. J. W. EDGAR

". . . Our pre-school program should reach more children, earlier. Educational deprivation can, in large measure, be staved off if we can provide soon enough and in quantity and quality the wealth of background experiences now known to be necessary if young people are to achieve their potential."

ABELARDO DELGADO

"Do not continue to hold conferences in the name of the Mexican-American unless you are going to give him a voice and make him a participant in solving his own problems . . . do not hurt him any more . . . by giving him one more tranquilizer . . . I have no intention of letting you walk out of here satisfied."

S CONFERENCE
FOR THE
AN-AM AN

TEXAS SENATOR JOE J. BERNAL

"For so many years the problems—educational, economic, social, and political—of the Mexican-American have been obscured and literally lost in a maze of apathy, ignorance, and fear. Now, as never before, we have become acutely aware of the majority-minority in our area."

CONGRESSMAN HENRY B. GONZALEZ,
LOUIS HAUSMAN OF U. S. OFFICE OF EDUCATION

"Out there, in a shack with a tin roof and a dirt floor, in some forgotten street without a water line, without comfort, is a people who have hope for tomorrow. The future belongs to them, and one day they will claim it; their potential will be realized, and we will have then a new world of our own, and a better one. Yes, these poor and common folk who have given us their splendid best."—Congressman Gonzalez

PROGRAMS IN TEXAS FOR IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS

J. W. Edgar
State Commissioner of Education
Texas Education Agency

With the increasing community interest in special programs for children who have special educational needs, we might well ask how the other public school pupils are doing—those who are enrolled in the general instructional program of our schools. Let me say that these pupils are doing very well. Many of them, of course, are Mexican-Americans who fit into the general program and who move successfully through the twelve grades of schools.

There are, however, some Mexican-American children, just as there are some Ango-Americans and Negro-Americans, who have needs which are not being met fully through the general program. For those we have designed some special programs.

One group composes the compensatory education programs, financed by State, Federal and local funds and administered by the Texas Education Agency with the assistance and leadership of the Governor, the Texas Employment Commission, and the Texas Office of Economic Opportunity and supported by the Texas Legislature. These are designed to assist educationally deprived children of all races who have special needs.

The elements of these compensatory education programs, as reflected in current literature, may be identified as the following:

1. Remedial instruction of various kinds — particularly in the basic skills such as reading and arithmetic.
2. Language development — most important for the Mexican-American pupil who may have found his inability to communicate easily in English a handicap in school.
3. Cultural enrichment — to build experiences for the educationally deprived child comparable to those of other children.

4. Provisions to eliminate barriers to school attendance — such as medical or other services.
5. Provisions to overcome attitudes that inhibit learning — such as activities to improve self-esteem, to increase self-confidence, and to raise expectations.
6. Preschool or early childhood education.
7. Parental involvement in the education of the child.
8. Adult education.

Let me briefly describe some current Texas programs which have one or more of these elements.

In school districts having high concentrations of educationally deprived Mexican-American children, remedial language arts programs give assistance to these children in the learning of English as a second language. In fiscal year, 1966, approximately 40,000 pupils were estimated to have been participants in instructional programs teaching English as a second language.

In these schools, remedial instruction was also provided in science, mathematics, and other academic subject areas. Approximately 76 percent of the schools in Texas providing some type of compensatory education in 1966 offered reading instruction.

Language development activities are provided in numerous ways. As an example approximately 1,800 teacher aides were employed last year in Texas schools. Many of these, of course, were assigned to classes with Mexican-American children. While the teacher worked with small groups, teacher aides told stories or read to the other children, played games with them, got them to tell stories to them, and helped them with their work. In all these activities, the continuous interchange in English reinforced the work of the teacher and provided practice in their second language for the children.

Another effort being made by school districts to provide equal educational opportunity for all children is reflected in a proposed change in the State standards by which schools are accredited. This standard would encourage bilingual instruction in the early grades to assist children to adjust sucessfully to school. A few schools in Texas are already exploring the use of the bilingual classroom. In some of these programs, experienced bilingual teachers are providing beginning pupils with daily reading readiness instruction in Spanish. Some elementary schools are experimenting with instruction in Spanish in some of the content areas — such as social studies and arithmetic. And in a few elementary programs. instruction may go freely from English to Spanish and back again as needs of the pupils indicate.

Programs currently in action to overcome barriers to school attendance include medical examinations and follow-up treatments, the provision of clothing and shoes, free lunches, physical fitness programs, a school year adapted to the needs of Texas and migrant children, job training, part-time work, and involvement of the parent in the educational program of the child.

Since 1963, Texas has sought to provide for the very special educational needs of those children whose school attendance is commonly interrupted by the irregular departure of their families to follow the crops. The school year has been shortened for these children to allow for maximum instruction during the months their families are home-based in Texas. In addition, during the summer of 1966, 12 teams of Texas teachers were sent to observe the working conditions and educational opportunities of Texas migrant families in states where agricultural wages commonly lead them. This was done in order to help us evaluate the educational needs of migrant children.

Approximately one third of the migrant children in the 1965-66 school year were reached through these special efforts. More must be reached.

A program designed to encourage potential dropouts to remain in school or to bring out-of-school students back to school is now offered in many junior and senior high schools. The program includes both special academic work to help students. keep up with their classwork, and training to prepare them for occupations.

Another program provides part-time employment in public educational agencies for youth who need the earnings from such employment to commence or continue participation in vocational education.

Since 1959, Texas has provided preschool experienecs for non-English speaking children through a summer program. The program has been designed to help the non-English speaking child overcome his language difficulty by developing oral usage of a vocabulary sufficient to enable him to work with his English-speaking counterparts in the first grade with an equal chance of succeeding.

For Texas adults, there are now several compensatory programs available: basic education, literacy, migrant vocational programs, and special manpower development projects. The response of the school district and of the adult student have been phenomenal and certainly points to the need for further emphasis.

Before we leave these compensatory programs — preschool, school-age, and adult — let me make it clear that we recognize these programs are no panaceas. We recognize, in fact, that each has shortcomings. For example, our preschool program should reach more children, earlier. Educational deprivation can, in large measure, be staved off if we can provide soon enough and in quantity and quality the wealth of background experiences now known to be necessary if young people are to achieve their potential.

Secondy, we know that the program for migrant children is not the final answer to the educational problems of this disadvantaged group. A six-month school cannot do all that a school should and must do. But it is an attempt to give an accelerated program with the best teachers we can find until other ways can be developed to provide a better program for these children.

Thirdly, it is equaly obvious that compensatory programs alone cannot compensate entirely for educational deprivation. Ways must be found to get the children in compensatory programs into the mainstream of education. But they must be there on equal footing with the other children; they must have their opportunity to succeed.

Now let us turn briefly to two programs — quite different from those just described. These programs — one a secondary program, the other a college program — are designed for the special talents of the bilingual citizen of Texas. During the 1965-66 school year, 31,446 native Spanish-speaking students were studying Spanish — as a "foreign" language — in the junior and senior high schools in Texas. Because native speakers of Spanish in Texas are already linguistically superior to their non-Spanish speaking classmates, many school districts have established accelerated Spanish classes for them. The Texas Education Agency is developing a curriculum bulletin to assist schools to establish classes for native Spanish-speaking students. An important phase of the program is directed toward the acquiring by pupils of a sense of pride in their Mexican heritage through a concentrated study of Mexico and its achievements and contributions to the world community.

At the present time, a junior college vocational program is being established on a pilot-demonstration basis to develop an understanding of basic business principles and to teach business skills in both Spanish and English. In an era of rapidly expanding trade and communications between the United States and Latin America, what could be more valuable than a corps of people fluent in both languages and trained in the skills of commerce?

In addition to these special programs, the establishment of area vocational schools in geographic areas across the State offers promise of improving opportunities for all students to obtain sophisticated vocational education. In the areas of Texas with concentrations of Mexican-Amercans, 22 area schools have been approved — 18 in secondary schools and four in junior colleges.

We cannot complete our description of educational programs with special significance for the Mexican-American without a brief discussion of some experimental and demonstration programs being conducted in Texas public schools under Title III of the Elementary and Secondary Education Act of 1965.

I shall briefly describe six projects with significant implications for improving education of Mexican-Americans.

1. *The El Paso Language Training and Instruction Center* is designed to establish a model language, upgrade the quality of native Spanish spoken by the participants, and instruct teachers in new language teaching techniques.

2. *The El Paso Southwest Intercultural and Language Center* project is developing techniques for dealing with the problems of bilingual culturally deprived groups in the area. Activities are designed to build pupils' pride in their heritage and acquaint them with cultural traditions of English-speaking communities. Especially important are activities designed to develop awareness of the rich resources of the border culture and to prepare educational materials that will reflect properly the diverse cultural heritage of the border area.

3. The Hidalgo County Schools project, *Rio Grande Valley Educational Service Center,* is planning a study in depth of the educational problems of pupils whose native language is Spanish. Planned activities incudue teacher training programs and the preparation of instructional materials specifically designed for the Mexican American pupils.

4. The Bryan Independent School project, *Programa de Educacion Interamericana,* is designed to develop an instructional program for elementary and secondary schools, focusing upon improved understanding in the field of intercultural education. This is being done with specific reference to the Republics of Mexico and of Central and South America. Instructional materials needed in intercultural education will be developed and disseminated.

5. The Edgewood (San Antonio) project, *A Model Language Improvement Project,* is providing a language program designed to help the bilingual student in reading and using English.

6. Finally, one of the sponsors of this conference, the *Inter-American Educational Center,* is a Title III project.

In a very recent development in Texas, educational service centers are being planned and implemented in 20 geographical regions covering the entire State. There can be no doubt that as these centers develop, significant contributions to the improvement of education of all students may well result. The Educational Service Center should provide better ways of planning schooling for the Mexican-American, should encourage the development and dissemination of new materials and new teaching techniques, and should contribute to the necessary retraining of teachers.

And, finaly, I should like to say a few words about the International Education Project, financed from Title V funds of the Elementary and Secondary Education Act of 1965. It involves Texas in an educational exchange with the Guatemala Ministry of Education. Two areas of the project are noteworthy: (1) the development of methods and techniques for the teaching of English as a second language and of Spanish as a first language; and (2) the development of curriculum materials emphasizing the contributions of the precolonial, as well as the colonial, cultures to the development of Texas and the Southwest.

A conference on bilingualism was held in Austin early in

February, 1967, with representatives from Guatemala, Puerto Rico, and New Mexico. As an outcome of this meeting, a handbook is being prepared by the Texas Education Agency staff for distribution to school administrators who are interested in improving the education of the Mexican-American.

In summary, while falling short of the ultimate answer in meeting the special needs of the Mexican-American child, youth, and adult, the efforts we are now making are positive approaches toward improvement and probably constitute our best possible actions under existing conditions.

Many of the spencial problems will not be solved until we are able to incorporate as realistic objectives in our educational system the following goals:

1. a bilingual (Spanish-English) population;
2. a literate population;
3. full and equal educational opportunity for *all* children and youth; and
4. full employment opportunity, with every out-of-school youth and every adult equipped with a currently saleable occupational skill.

THE ROLE OF STATE GOVERNMENT IN IMPROVING EDUCATION

The Honorable John B. Connally
Governor of the State of Texas

I am grateful for this opportunity to discuss with you the problems of a very important segment of our State's population. Those of you who are responsible for this meeting are to be commended for determining to take this type of approach in trying to improve educational opportunities for our Texans of Mexican-American descent.

It is change with its dislocations, twists, and reversals, that poses unanswerable questions about the destiny of post-modern man. It is the change which surrounds us all in an environment of dynamic possibilities and that stimulates us to view with clarity the challenge that lies ahead.

That each man will perceive his individual worth — his potentials, his human powers, his goals, values, beliefs, and understandings — is the main issue in EDUCATION.

Today it is the public school that is charged with the responsibility of passing on the basic ideas that form the framework of our culture. It is the task of the schools and our colleges and universities to define and perpetuate a tradition in which all men can share alike and with which all of us can identify, sustained in the belief that our history and legend are worth remembering.

Traditionally, education has reflected the needs of the society which has given it being and substance. In a society which is representing revolutionary changes, and in a world in which specialists tell us that the quantity of information is doubling every 10 years, education mirrors a most complex and confusing social image.

Humanism is a rising tide in present-day education. What do we mean by humanism? It's definition is, "a way of life, centered upon human interests or values."

Humanism is concerned with statistics only insofar as they reflect the ways in which young people learn to relate to their fellowmen, their institutions, and their environment. Are we concerned with the dignity, creativity and integrity of each child? Do we help each student to see himself as one living in a community of men? Are we teaching students to set goals for themselves? Making education a useful tool to develop in students the desire and the ability to *think* and *act* is the goal which we must attain. I am dedicated to that goal, and I have worked toward its achievement during the time I have been your Governor. To achieve this, I am convinced that we should commit to the fullest possible extent our financial resources, manpower, training, skills and efforts in all fields of public and higher education.

With your indulgence, let us briefly review some of the highlights of the work that has been done in this area since my administration began.

PUBLIC EDUCATION

In 1963, we had just slightly more than 2,000,000 students and were spending $907 million annually on our public school program. Today we have some 2,300,000 students and we are spending almost $1.3 billion on our public schools.

Today we are employing over 118,000 professional employees in our public school system. This compares to less than 100,000 who were employed in 1963. In 1963, the average professional salary was $5,513 per year. Today, it is $6,202.

The last session of the Legislature adopted my proposal for a $100 million teacher pay increase which provided raises ranging from $90 to $1,089 per year. In addition, I have proposed to the current Legislature a 5 per cent increase in teachers' pay, beginning this September. The State of Texas is contributing more per pupil to public school operating costs than any other major industrial state.

For example, State contributions to our public school programs represent 49.3 per cent of the total cost of public education in Texas.

Compare this with California 38.7 per cent, New York 45.7 per cent, Michigan 47.7 per cent, Pennsylvania 43.9 per cent, Ohio

25.2 per cent, Illinois 22.2 per cent, or Massachusetts 23.2 per cent. Conversely, Texas is lower in local participation of the cost of public education than any of these leading industrial states. In summary, since I became your Governor in 1963, the State contribution to public education has risen an average of $32 million every year.

At my recommendation, the last Legislature established a Governor's Committee on Public School Education to make a thorough study of the organization, structure and financing of every facet of our public school program in Texas and to make recommendations for long range planning that will let Texas emerge as a national leader in educational commitments and achievements. This study is now well underway, to the end of finding ways to meet the problem of school dropouts, providing new innovations in educational techniques, and establishing sound State and local policies for the expenditure of almost one-half of the State budget which will total some $4.8 billion from all funds during the next two years.

Meanwhile, there are 217 new measures dealing with some phase of education pending action in the Texas Legislature — demonstrating that your representatives and senators are vitally interested in continued improvement for our educational system.

While all these measures may not be meritorious, nevertheless, some are. For example, outstanding among them is the proposal to exempt the payment of tuition and fees at our State colleges and universities by those families with income of under $4,800 annually. This would make a college education available to any Texas citizen in the eligible income category, who is under 25 and who graduated from high school in the top fourth of his class or who scored in the top 20 per cent on a nationally standardized college admission examination. The exemption would apply even to correspondence courses.

Another measure, and one of particular interest to me, is one which would exempt veterans of Southeast Asia and Viet Nam from payment of tuition and fees at State-supported colleges and universities.

And there is another before the Legislature that should influence education long after our time. I think that when this session of the Legislature is over you will see that this State is committed, beyond any question, by law to the teaching of Spanish in the lower grades in every public school system in Texas. I am committed to the proposition that we must create here a bilingual society.

There are others which deserve serious consideration by the Legislature and which have considerable merit, but I shall not attempt at this time to list them. Suffice to say that the people of our communities and State will support investment in education to almost any limit necessary, and we in positions of leadership will do all within our power to assure that it is the best possible investment.

VOCATIONAL EDUCATION

Four years ago, we had no area vocational schools. Since then, we have established 48 such schools throughout the State to teach skills and training for meeting manpower needs in industry and government. Since 1963, we have *doubled* our financial support for vocational and technical education in our high schools and junior colleges. Today, we are spending in excess of $54 million on vocational technical education alone.

The last session of the Legislature adopted my recommendation for statewide resident technical schools and created the James Connally Technical Institute at Waco. Its purpose is to teach highly specialized skills. More than 700 students were enrolled in more than 18 different fields of study during this year. We estimate that this enrollment in the next year will exceed 1,000 students. This will be the largest resident vocational school of its kind in the western part of the United States.

JUNIOR COLLEGES

Since I have been your Governor, our junior college enrollments have expanded by 50 per cent.

In 1963, 42,783 students were attending our junior colleges. The State was making grants for junior college support totaling $7 million annually. This year, 62,289 students attended the junior colleges, and the State was providing almost $14 million — a 100 per cent increase in a period of four years. And I am recommending that the State contribution be nearly doubled again to meet anticipated enrollment increases and to finance all instructional costs. This will mean a State contribution to the junior program of nearly $28 million.

HIGHER EDUCATION

Only California and New York have greater numbers of State-supported higher educational institutions than Texas. Currently, we are supporting 22 such institutions. These 22 colleges and universities have 183,514 students — an increase of almost 70 per cent since 1963. During the time of my administration, State support for these schools has doubled and is now costing $143 million annually. During this same period of time, average faculty salaries have increased over 30 per cent, from $7,237 to $9,653.

Meanwhile, Texas has maintained one of the lowest student tuition rates in the nation, and I have not recommended a tuition increase to this session of the Legislature. Based on last year's figures, 76.2 per cent of State-supported colleges and universities charged higher tuition and required fees to in-state students than did Texas. And 68.3 per cent charged out-of-state tuition and fees higher than Texas. Thirty-four states increased tuition or fees this year. Texas did not.

A major achievement in higher education in Texas was the enactment of my recommendation two years ago to establish the "Texas Opportunity Plan." This $85 million program is designed to provide loans to financially needy college students in private and public colleges and universities. As of the first of this month, 7,778 students have borrowed $4,675,165 to further their education.

It has been the paramount purpose of my administration to bring about an excellence in higher education in our State second to none. To this end I have proposed a $63 million increase in State expenditures for colleges and universities for 1968. This will be used to improve student education through better faculty salaries, expanded libraries, and additional research.

I talk constantly about the quality of education because it is going to be the dominant factor in the lives of each of us as individuals and in the life of this society as we know it. Approximately 50 per cent of the ten and one-half million people in Texas are under the age of 25. And 43 per cent of all Texans are under

21. These are the youngsters that need not just quantity but quality of education. Consquently, the variety needed in education and the ideal of educating each person to the level of his highest potential are consistent with the demands for excellence in education.

SPECIAL EDUCATIONAL AND TRAINING PROGRAMS

There is increasing recognition of the urgency of extending universal educational opportunity. While I am justly proud of the advances we have made in both public and higher education, they do not represent the entire spectrum of educational endeavors we have undertaken.

Let it be crystal clear to all that I hope I am, not only familiar with, but also sympathetic with the special problems of many of our Mexican-American people. Let it be clear also that much has been done since I have been Governor to try to alleviate the special hardships which they have borne and are bearing. Let it also be understood that I know much more needs to be done for all of our people in the area of educational opportunity. What might be called a local-State-Federal partnership has evolved to meet the problem of improving such opportunity for the Mexica-American, as well as others.

Let us briefly review some of the special educational and training programs that have been made available.

We have an intensified educational program for children of migrant workers in which, by means of a longer school day, the same number of instructional hours are given in six months as are provided in the regular nine-month school year. Some 20,000 children with Spanish surnames are involved in this program.

Over 36,000 children have participated in a program of pre-school instruction for non-English speaking children.

In 1964, Texas public schools initiated the "Stay-in-School Project," designed to focus attention upon the causes of school dropouts and to seek remedies for them.

In 1966, I approved requests from local school districts totaling $73 million in Federal funds for programs to assist over 400,000 educationally deprived children.

Occupational training programs are offered in junior and senior high schools for pupils with academic, social, economic, or other handicaps. These programs prepare students for regular vocational education later on through a combination of academic instruction and experience in the shop, laboratory or work situation. Last year, 2,815 students were involved in this project.

Much also has been done in the field of adult education. And here again, we touch on the matter of educational opportunity for the Mexican-American. The Texas adult education program has become the largest of its kind in the United States. Last year, the program had 40,000 participants.

Texas has the largest home-based migrant labor force in the Nation, with more than 127,000 persons classified as migrant farm workers. Some 3,000 persons were trained last year in the Adult Migrant Program, which resulted in the employment of 1,083 participants.

Since 1964, over 12,000 unemployed and underemployed youth and adults have been trained or retrained under the Manpower Development and Training Program.

ANTI-POVERTY PROGRAMS

In addition to these projects, the Texas anti-poverty program, administered through the State Office of Economic Opportunity, contributes greatly to the educational opportunities of Mexican-Americans.

Since the inception of the anti-poverty program in 1964, over $144 million in Federal funds has been allocated to Texas for various programs. These include Community Action programs in 90 Texas counties covering an estimated 65 per cent of the State's families with incomes under $3,000 per year — $42 million; the Neighborhood Youth Corps in cities throughout Texas — $34.6 million; assistance to migrant and seasonal farm workers, primarily in Southwest Texas — $13.5 million; college Work-Study programs that have helped nearly 20,000 Texas college students to remain in school with part-time jobs — $7.7 million; adult basic education programs throughout the State — $5.8 million; special programs to combat poverty in rural areas, through loans to low income individuals and families — $3.1 million; and Work Experience programs administered by the Department of Public Welfare in six Texas counties, including four in South Texas — $2.4 million.

Obviously, the very names of these programs indicate they are strongly based on the foundation of education and training and are designed to lead pre-schoolers, teenagers, college students, and adults to better jobs and lives.

JOB CORPS

In the two years since President Johnson dedicated the Gary Job Corps Center at San Marcos, it has grown to an enrollment of approximately 4,854 young men between the ages of 16 and 21 who were out of school, out of work, underprivileged, and without job skills.

Camp Gary is recognized as the job corps center in the Nation. The success of the Camp Gary center is credited to the manner in which it was established as a non-profit Texas Educational Foundation. Its success has led to the establishment of an additional job corp center for women located at McKinney. The major thrust of our efforts at the job corps centers has been the strong emphasis which has been placed on educational and training endeavors — providing opportunities for those in need of developing a skill with which to gain employment in our modern day society.

I am firmly convinced, and the evidence will bear me out, that the State is living up to its role in the local State-Federal partnership in providing educational opportunities for all our people through increased teacher's salaries in our public schools, improved faculty salaries in our colleges and universities, expanded library facilities in our institutions of higher learning and accelerating research programs as a part of our excellence program in higher education.

In addition, it has done this through more vocational and technical education in both our high schools and junior colleges by a three-fold increase in financial support of our two-year public junior colleges by establishment of one of the first and largest vocational residential institutes in the nation and by maintaining an $85 million student loan program.

The State has also played its part through creation of a Governor's Committee to study all facets of public education and to make long-range recommendations for improvement by full utilization of all the funds that have been made available by the Federal

Government through the educational and economic opportunity acts, and by encouragement of local school districts to build additional facilities and to organize efficiently to meet these expanding programs.

With regard to the special problems of the Mexican-American, we must first continue our vigorous efforts to provide educational opportunities, and, secondly, economic opportunities which they so richly deserve must be made available when they attain that education.

More than any other Governor in the history of this State, I have provided Texans of Mexican-American descent with the opportunity to succeed and to serve their State in positions of high responsibility in government. For example, I have appointed such men and women to major State agencies, boards, and commissions as Dr. J. G. Rodarte — State Board of Medical Examiners; Dr. Jose San Martin of San Antonio — Board of Regents, State Teachers Colleges; Ben Silva — Nueces River Conservation District; Robert Galvan and Ramiro Martinez — Good Neighbor Commission; I. D. Flores — State Board of Health; Jose Garcia — Governor's Committee on Aging; Felix Martinez — Board of Regents, Pan American College; Dr. Hesiquio Rodrigues — Board of Directors, Texas A & I University; Hector Moreno of San Antonio — State Board of Pharmacy; Dr. Edward T. Ximenes — Governor's Committee on Aging; Dr. Joaquin Cigarroa of Laredo — Coordinating Board of Colleges and Universities; Carlos Cadena of San Antonio — Judge, Fourth Court of Civil Appeals; Joe E. Chapa — Governor's Committee on Public School Education; and Henry Guerra of San Antonio — Texas Tuberculosis Advisory Committee.

These are by no means all of the appointments of Mexican-Americans I have made to positions of responsbility; and I am proud, as I know you are, of the significant contributions these outstanding people are making to the Texas way of life.

As I mentioned in my opening remarks, our most pressing problems are people problems. It is not even atomic bombs we fear but the people who might use them. Human values, beliefs, understanding and the individual's concerns for himself and others have come to the center stage as the major issues of our time. Our number one responsibility is to concern ourselves with these human developments, the maximum utilization of talents of the mind, the heart, and the spirit of peace. In order to acomplish this to any degree, it is elemental that we must provide first a quality of education that permits an individual to develop to the maximum extent possible his talents, his ability, and his skills. I assure you that, as far as your State Government is concerned, we are committed to this course, and we want to continue to do everything within reason, and within reach to do more than our share in this local-State-Federal partnership in providing quality education to people of this land.

THE HOPE AND THE PROMISE

The Honorable Henry B. Gonzalez
Congress of the United States

This Conference is a good kind of happening. Now, for those of you who do not know what a happening is, I will explain. A happening is a party; it is a meeting in the street, a folk-singing in the park; it is a dark and shabby coffee house poetry reading; it is an odd kind of dance; it is odd art, odd language, odd dress, offbeat behavior. A happening can be either good or bad. If it's an innocent folk-singing session in the park, it is a good happening; but if it is a trip on LSD, peyote or banana peel, it is bad. In any case, a happening is designed to render reality remote, and promote dreams.

This particular happening today is designed to promote dreams, so it qualifies. Ordinarily, of course, a happening involves people like beatniks and hippies and teeny boppers. There may be some hippies among us, but I don't see a sign of a teeny bopper.

The thing that is common between a happening involving hippies and teeny boppers and this happening is that both we and the hippies want to dream dreams. We are interested in more than dreaming because we are here to seek and find ways of making dreams come true, to find better ways of doing things. We are here to see how it is that hopes can be transformed into promises and how promises can be made into realities.

If one is hungry, hope itself is a distant thing; and if one is defeated, promises of things to come ring empty. If one's world is limited by dirt floors and tin roofs, tomorrow holds no promises, as the greatest ambition is to live through today.

Wherever there are people who are poor, there is tragic waste. Their lives lead to a short end, and their hopes prove to be illusions. Society as a whole has never cared much about the poor because they have always been there, and because there has never been much reason to believe that poverty would, or even should, be eradicated. We decided somehow that a poor man is poor only because of his own failure, and we have too often said that a poor man deserves to be poor and should get no help. In recent years, however, there has been a change in attitude among us. We have realized that the great American dream is not open to everyone; and we are now able to understand that poverty is a symbol of waste and that it can be ended. We have come to understand that some men are poor because society has denied them the chance to be anything else; and the poor should not and need not be despised or forgotten. So we have set about to correct the wrongs and ills of the past. One thing that we have been doing is to make an effort, for the first time, to understand why people are poor and what can be done about it. This very Conference is an example of the efforts that are being made to understand how it is that the American dream has not belonged to everyone and how it has happened that large segments of society have been left to live without hope, without much of anything except the determination to survive.

We are concerned here with the biggest minority group in the Southwest. We know that only one-sixth of America's population lives in the five states of the Southwest; but, tragically, one poor American in four lives in those five states. In 63 Texas counties in 1960, more than half the people were from poor families. Here in Bexar County, 115,000 people live in substandard housing, most of them in families classified as poor. The overwhelming number of these ill-clad, ill-housed, ill-fed people are of Spanish surnames.

The official rate of unemployment in Bexar County is approximately 4 per cent; but for the poor, for the Spanish-surnamed, it is twice that amount. The average educational attainment for the population of this county is 11 grades; but for the Spanish-surnamed it is only about half of that. In the poor areas of San Antonio — where Spanish surnames predominate — the Department of Labor estimates that half the people who are employed are earning less than 60 dollars a week. Of those who work, and who live in this area — again of Spanish surname, as a whole — 20 per cent work only part time.

The poor people who work, or who cannot find work, or who cannot work at all, are often helpless in their plight and need something to give them hope, to give them opportunity, and, yes even to put clothes on their backs, food in their bellies and a floor under their feet.

They need help because 70 per cent of the slum dwellers who were unemployed in November of 1966 did not have a high school education. Forty-eight percent of the unemployed did not have so much as an eighth grade education. And 6.5 per cent of the unemployed had never gone to school at all.

The unemployed know what their problems are. They know that they lack marketable skills, they know that they lack education, and they know that they cannot take advantage of whatever opportunities might come their way. These people want help and they need it. They have no necessarily failed in society; society may have failed them. They do not ask for a handout nor even for pity; they only seek an chance.

Today, schools are still turning out people who lack marketable skills or even good educations. All too often we graduate students who cannot be counted as literate in either English or Spanish and whose time and talents have been squandered and wasted; whose ambitions have been blunted and hopes shorn away; and who see in the future only an unskilled job, a tiny paycheck or none at all, and blessed relief in the corner tavern.

Wherein lies the fault? What can, what must be done to arouse hopes, to build dreams, to bring into the realm of possibility a world than can be conquered, a world that can be possessed, an ambition that can be realized?

Moreover, how should the problem — which we only dimly understand — be attacked? What should society's goals be for the poor people? And conversely, what goals should they set for themselves? What should the goal, the dream and the ambition be for the American of Spanish surname who today finds himself trapped by poor education and discrimination and who finds the promise of tomorrow too far away to see?

As a beginning point, it is essential to realize that the problem of the Spanish-surnamed American is unique and thus demands unique action.

In the first place, there is the problem of definition.

There is not even a generally accepted name for this minority. They are called Mexicans, Mexicanos, Latins, Latinos, Latin Americans, Hispanic-Americans, and Mexican-Americanos; but not one

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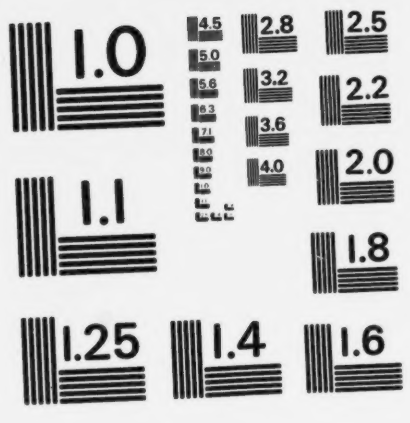
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

of these terms is accepted everywhere. A name accepted everywhere. A name accepted in one place is a label to produce violence elsewhere. For the purposes of this presentation, however, I will simply refer to the group as Spanish-surnamed Americans; they are after all American citizens, and they do have Spanish surnames. Any other label would be inadequate because the group we are talking about has such a variety of origins. Some were born here, some immigrated only recently, and still others come from families that have lived here since long before the United States existed west of the Mississippi. This group has origins in Spain and in Mexico; it has parentage from Indian tribes to English gentry; and it is so conglomerate that no single label can fit it, perhaps not even the broad canvas of the tentlike term, Spanish-surnamed American.

Because this group of people is so scattered about the land and so disparate in its origins, it has problems defining itself. Just as the Government cannot find a label for this minority, so its members cannot decide what they are with any degree of certainty. There are those in the Spanish-surnamed group who insist that they are Hispanic-Americans. Others insist on being called Latin-Americans. Still others find in the term Latin-American fighting words and insist on being called Mexican-Americans.

But no matter what this group is called — I myself dislike any hyphenated term because I do not believe that there is such a thing as a hyphenated American; we don't talk too much about Irish-Americans, and I see no sense in hyphenated terms for any group — there can be no doubt that it has vast problems. We can dimly understand the problems confronting the Spanish-surnamed minority by citing figures as I have done.

Statistical analyses may paint for us some of the facts about income, about employment and other tangibles, but they give us no idea whatever about the political problems, the psychological problems, or the spiritual problems of this group.

Just as the Southwest's minority of Spanish-surnamed people cannot agree on what they should be properly called, neither are they able to set forth a single program or a single set of goals at which to aim; thus, the group cannot coalesce into a single, meaningful whole, capable of speaking with a single, united voice. There is no national organization of Spanish-surnamed Americans that could be considered the equivalent of an NAACP. There are organizations that consider themselves national and have nationwide membership, or at any rate memberships scattered across a number of states, but not one of these groups has a full-time paid executive or other staff devoted to looking out for its interests, defining problems, setting goals and otherwise acting as a national spokesman. There is the possibility that an effective and truly national organization might develop, but there is no such organization now. There have been many attempts to build a national organization, but they have failed for one reason or another. In some cases the time has not been ripe; the conditions have been wrong; the leadership has not been effective; or a combination of these factors has thus far prevented the emergence of an effective political organization for this far-fung group of people.

This situation is both cause and result. There is no organization because there is no well defined national goal; and there is no goal because there is no agreement on even so elemental a thing as what this conglomeration of people should call itself. Lacking cohesiveness, the group cannot find goals; and lacking goals, it cannot bind itself together.

The Spanish-surnamed American is differentiated from other minorities in still more ways. He is not, as I have already pointed out, of single origin. He has come from many places, at different times and for different reasons. His homeland may be any one of the Spanish-speaking countries; or his homeland may very well be simply the United States. He is different from any immigrant group because his homeland, his mother country, is not across the sea. There is no ocean between his cultural home and America; Mexico is but a short drive away. Spanish is spoken everywhere, and there are Spanish-language movies; television programs are available over Spanish-language TV stations, and radio programming comes over Spanish-language stations. Up until 1957, there was a Spanish-language daily newspaper to serve San Antonio, and even today the language can be seen in an English newspaper, which prints Spanish news summaries as part of its service. Here, the Anglo community itself actively works to preserve the culture of Mexico because it gives the city a certain charm and cosmopolitan air not to be found elsewhere.

The result of all this is that we have among us a group that is distinctly foreign but still American. We have a group that is cast aside and has great harm inflicted upon it because it is foreign and different; and yet it is a group whose customs and culture the majority find powerfully attractive. It is a group that Anglos have taken from and whose culture they would preserve, but which they at the same time discriminate against because it is foreign. Here is a minority that is drawn between powerful forces, the one calling upon them to preserve their national origin and distinctive ways, and the other telling them to get Anglicized or lose out in the race of life. For if a man stays within his cultural minority and retains its customs, he has little chance to succeed. He cannot get a good job with only Spanish as a language; and he cannot expect anything but animosity from the majority if he does not adopt its ways. Therefore, drawn between the powerful forces of assimilation and a tightly kept minority status, assailed by demands for Anglicizing and by appeals for staying "foreign," the group seeks to find a *modus vivendi* — a way to live somewhere between the intolerable extremes.

The main question confronting a minority group is whether it should attempt to preserve itself as a cohesive, well-defined culture, or whether it should disband and allow its members to assimilate into the majority and to lose their cultural identity. Let there be no mistaking the importance and crucial nature of this decision. Either a minority retains its identity, lives together, speaks its own language, maintains its customs and otherwise remains a compact unity; or it must break up and be absorbed into the community at large. In the case of the Spanish-surnamed American community, there has been no decision.

Among the tribes of Africa, there has been a considerable amount of experience along this line. When the European powers colonized Africa, they brought in customs of their own. Very often, they would expect the Africans to adopt these customs. Sometimes force would be applied to get tribal groups to change their ancient ways and customs. For instance, to establish a mining operation in Katanga, the Belgians had to get Africans to change from hunters or farmers into industrial workers and to move from a primitive existence into a complicated industrial life. This changeover was repeated time and time again. New values, new languages, and new governments would be imposed on Africa; and this always means an abandoning of old values, of old customs, and of old traditions. Among the Basuto people, there is a proverb:

> If a man does away with his traditional way of living and throws away his good customs, he had first better be certain that he has something of value to replace them.

This is the problem that faces every minority. Every minority must decide whether the new way is better and whether to scrap all or a part of what it has valued before. If one wants to be assimilated into the majority, one cannot expect them to accept the individual as he is; it is *he* that must change. He must speak their language; he must act as they do; and he must, as well as he can, share their values and their culture. He must, in other words, lose his identity and become a new person if he wants to be assimilated.

Eric Hoffer has put the problem of the minority in a few succinct words. He says, in his work *The True Believer:*

> A minority is in a precarious position, however protected it be by law or force. The frustration engendered by the unavoidable sense of insecurity is less intense in a minority intent on preserving its identity than in one bent on assimilating with the majority. A minority which preserves its identity is inevitably a compact whole which shelters the individual, gives him a sense of belonging and immunizes him against frustration. On the other hand, in a minority bent on assimilation, the individual stands alone, pitted against prejudice and discrimination. He is also burdened with a sense of guilt, however vague of a renegade.

If a man from an ethnic minority fails in his efforts to penetrate the majority and to succeed on its terms, he must bear his failure alone; for he is an outsider both to his group, which he has abandoned, and to the majority, which has rejected him. Even if he succeeds and finds fame and fortune, he may still be frustrated. He will find very often that he is excluded from the majority's exclusive and elite circles; and his very success as a man assimilated into the majority implies that he is of inferior origin, an origin that he had to abandon in order to find success.

So this minority, like others before it, is faced with the issue of whether it should hold onto its culture with its familiar and friendly protective folds, or whether it should abandon family, history and pride and enter a new world, forgetting all that has gone before. It is not an easy choice, and most men will of necessity seek a middle way.

After all, there will not be many men who can say that their culture has nothing to offer; there will not be many who are willing to sacrifice the sheltering influence of the group and to strike out alone into the uncharted seas of the majority's way of life; there are not many who will find it preferable to leave the comfort of the life they know to enter one they do not know. One could not expect that the group as a whole will suddenly decide to abandon its language and its customs or to renounce one another. It is far too painful a thing to do and far too radical for most men to contemplate.

Hence, the Spanish-surnamed minority, imbued with special circumstances, endowed with a rich and strong culture, and given a much to be desired and beautiful language, must decide, individually: "Is it better to keep what I have and love and follow a way of life I have inherited from my father, or should I abandon it all?" How can anyone be sure that he knows the answer to a question such as this one? It is a cruel choice and one that not many men will willingly make; most men will make no choice at all.

The situation of the Spanish-surnamed American presents special problems for the educator. It is the educator who must rectify the wrongs of a system of education that has thus far dismally failed to produce the full potential of the Spanish-surnamed. Instead of finishing school well equipped, this minority has been leaving school in droves. The individual has found little in it for him and generally prefers the dubious choice of no education at all to one that means nothing to him. Educators usually recognize the potential that is in every child on the first day he attends school, and they endeavor to turn that promising child into a hopeful person with a good chance to succeed in life. But somehow, in the case of this group, the schools have failed; and somewhere between that first year and high school graduation, the promise is all too often not there. And if there is no promise, how can there be hope?

I emphatically do not believe that the schools should begin by eradicating the Mexican-Spanish culture. In the first place, this would be unjust, and in the second place, it would be impossible. Great injury would be done if the schools attempted to suppress and to eradicate the Mexican-Spanish culture. It is too deeply ingrained and too precious a thing to destroy, and it would be criminal to attempt to do so.

The school curricula have in the past attempted cultural suppression. In the case of the Negro, the school textbooks typically have ignored the Negro's positive accomplishments, mentioning him only as a slave, seldom ever as a free man. The books do not mention his music, his great heroes, his hopes, his problems. Yet, this group of 10 million people is there; it has a culture; it has music and heroes, hopes and problems. Fortunately, all of this is being recognized, and the textbooks are at last beginning to treat the Negro as a human being, presenting him in a true light. I submit that the same thing must be done for the Spanish-surnamed American. The textbooks cannot ignore him, for he exists, and he knows it; and nothing that is left out of the books will change that fact.

The schools must find a way to treat the Spanish-surnamed person on an equal basis with everyone else. His special talents and his special attributes should be capitalized on, rather than suppressed. He should not be made to feel foreign or different or inferior, but should have his special educational problems solved and his assets refined. After he has had his talents sharpened by education, then there will be time enough for him to decide which way to go and what life to lead; he alone can say whether there is something of value in being different from his parentage.

Everyone knows that poverty, often abject poverty, is the condition of far too many Americans of Spanish-surname. They ask, why, in the midst of misery, there is not more restlessness; why there is not much indication of same massive movement, of some revolt.

The answer is at once simple and complicated. It is complicated because of the intricate nature of this particular group. It is simple because the fact is that poverty and misery do not necessarily breed restlessnes or revolt.

If a man is abjectly poor, if he must struggle to find enough to eat, he is fairly immune to the kind of frustration that leads to revolt. For him, every meal is a triumph; his concern is what to eat next and not what the future brings. His horizon is limited to the immediate future, the one or two days hence when he must scrape together the cash to pay the landlord, to keep the gas from being cut off, or to pay school fees to keep his child from being long expelled. Hoffer writes that "where people toil from sunrise to sunset for a bare living, they nurse no grievances and dream no dreams," and how right he is.

On the other hand, if a man is in a state of what might be called bearable misery, he is free to think about tomorrow; he is free to crave better things and a better life. When a man's conditions have improved enough that an ideal situation seems within his grasp, he becomes discontented because he can see that the future holds everything that is worth having, and he cannot wait for tomorrow to come. A grievance, said deTocqueville, is most poignant just before it is redressed. To put it another way, it is not suffering and misery that breed discontent, but the taste of better things.

If it is complacency that afflicts the poor, then something or someone should bring that taste of better things to the poor to give them a vision of what can be. And the schools can do this, as well and can equip people to achieve that for which they aim. A frustrated dream, after all, is not worth having.

The potential of several million people cannot be answered. We know that this rich lode is being wasted; and we know that the existence of a poverty so miserable as to render men incapable of hope afflicts and casts a pall over many of our citizens who happen also to bear Spanish-surnames. It is the responsibility of society to free these people of the chains of degradation and to help them find key to the doors of opportunity that are now closed, locked and barred. Sociey must, and educators must, find a way to convert promises into hopes and hopes into realities.

Finally, we must never underestimate the power of the poor or of their potential. We are prone to do that. We are likely to drive by the tin-roofed slums beside the expressway with our windows rolled up, and we see and smell nothing. We fail to discern what potential lies beneath that ocean of tin behind those brown and unpainted walls. Anyone who has read history knows that it is the discarded and the rejected who may well be the raw material of a nation's future. The stone that the builders reject becomes the cornerstone of a new world. A nation without its dregs and malcontents is surely an orderly and peaceful one, but it is perhaps without the seeds of the future. It was not the irony of history that it was the undesired in countries of Europe who crossed an ocean and built America. Only they could have done it because only they were driven by necessity. Those who already had something to die for in Europe were not prepared to fight for anything in a new world. It was the outcasts who came, because having nothing to lose, and having faith and a vision in the future, they had the power to achieve what seemed impossible to more settled heads.

The same is still true. Those poor people that we seldom see and seldom pay attention to, those same poor people who suffer innumberable and complicated ills and problems, who bear up so patiently under their burdens, will one day rise and build a new Southwest.

Out there, in a shack with a tin roof and a dirt floor, in some forgotten street without a water line, without comfort, is a people who have hope for tomorrow. The future belongs to them, and one day they will claim it; their potential will be realized, and we will then have a new world of our own, a better one of these poor and common folk who have given us their splendid best.

BILINGUAL EDUCATION AND HUMAN DEVELOPMENT

The Honorable Ralph W. Yarborough
U. S. Senator

It was just months ago that many of us met in Tucson to discuss the problems of the Spanish-speaking. I am delighted that the symposium held in Tucson planted a seed for this Conference today.

As one who was born and bred in Texas, who has taught in the rural schools and who has lived in El Paso for three and a half years, I have long been exposed to the problems of the Mexican-American. And as a Senator from your State, I desired to do something positive to help eradicate these problems. In January of this year I proposed the Bilingual American Education Act to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet the special needs of the Spanish-speaking. In addition to helping Mexican-American students, this act would also offer hope to children of Puerto Rico descent.

I believe that the teaching-learning process is most exhilarating, but the elation has been absent for too long in the schools of the Spanish-speaking. It is incorrect to blame this lack of rapport on the generation gap, since a good teacher, regardless of his age, can create the excitement of learning. Everyone, young or old, delights in new knowledge, but the student must trust his teacher in order for learning to be perpetual.

All too often, the students, regardless of their economic or social class, complain that what's wrong with the schools is that the young people don't understand the teachers' attitude. This feeling carries with it an aura of insincerity, and, for the deprived child, the school room becomes a hostile place. When we stack these existing problems on top of a literal communication barrier, the teaching-learning process becomes steeped in problems resulting from a lack of understanding.

It is unfair to blame this solely on the teachers, for this is a problem to be solved by our entire society. And we in the Southwest have closed our eyes too long to our Spanish-speaking neighbors. In fact, the plight of the Spanish-speaking peoples of the Southwest is practically unknown to the rest of our Nation, and unless we act quickly to remedy the situation, the denial of equality of opportunity will grow worse.

It has become an almost accepted truism that poverty begets poverty, and statistics have shown that the Spanish-speaking families in Texas are among the poorest in the United States. A report published by Texas A & M University last September revealed that more than 50 per cent of Spanish-surname families in Texas had annual incomes below $3,000. And of all the Southwestern States, Texas had the highest rate of poverty among Spanish-surname families. One reason for this is the lack of a minimum wage law; Texas is the only large state without a minmum wage law. Every industrial state, save Texas, has such a law. Thirty-seven states have a minimum wage law . . . but not Texas.

But education is the first and foremost barrier. Texas has failed to move upward in education in recent years. Texas ranked about twenty-fourth in the Nation after passing the Gilmer-Aiken law in the forties. Texas moved into the upper half of the states, but we have slipped three or four notches in the last few years. We are now ranked about thirty-second.

It has also become evident that education can be an antidote to poverty and ignorance are intertwined and will continue to be linked unless education can dynamically intervene.

It is my hope that my proposed bill for bilingual American education can help to dismantle the chains of poverty and ignorance. By amending the Elementary and Secondary Education Act of 1965, I hope to reach out to the many Spanish-speaking students as well as to their teachers. The teachers need help in new materials and ideas in order that they can better understand their students and appreciate their unique background.

Thomas Jefferson once wrote in a letter:

> Bestow great attention on Spanish and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America will render this language of valuable acquisition.

In addition to enacting a bilingual education act on the basis of justice alone, another compelling reason is that in future years one of the great testing areas for American foreign policy will be right here in this hemisphere with our neighbors to the South. Our own fellow Texan, the President of the United States, Lyndon B. Johnson, has been in South America this week because he recognizes that the time for Latin American friendship is now.

The existence within our own borders of a sizable group of people who speak the same language and who share many of the same traditions and outlooks of the Latin American countries has considerable relevance to our future Latin American foreign policy. By capitalizing on their Spanish language rather than insisting that they repress it, we possibly can gain a better understanding of the Spanish-speaking people of Latin America. This poses a new approach in teaching English, with Spanish as the native language and English becoming the second language. The old problem of not being able to have confidence in one's teacher takes on a real meaning when one stops to consider that the teacher was often viewed with suspicion because his language was not understood by the Spanish-speaking child.

Spanish-speaking children have not been allowed to speak Spanish in most classrooms, a situation which has resulted in silence, since the children were unfamiliar with English. Not only did this contribute to a lack of mutual confidence between student and teacher, but it also created a lack of confidence and pride in the student. However, new teaching techniques make use of Spanish to illustrate certain patterns in standard English.

Similar approaches have been tried with other disadvantaged children residing in the ghetto slums of our Nation's cities. In these cases, the language of the street has been used in the classroom to demonstrate that underprivileged children are not lacking in language skills but are merely deficient in using proper English. When a child's environmental language comes into play, one can observe that these children are not uncommunicative. On the contrary, when they can use language familiar to them and can recognize the differences between their native language and acceptable English, they are quite verbal.

Consequently, I look with hope to the programs employing Spanish for the Spanish-speaking in order that they perfect their language skills and no longer speak a "pidgin" Spanish. It seems foolish to teach a second language when the student's native language has not been perfected. The Bilingual American Education Act holds the promise of innovative ideas toward creating truly bilingual American children. This is an investment which will not only uplift a disadvantaged and neglected people but will also strengthen the quality of citizens in our Nation.

Texas ranks thirty-second in education in this Nation and thirty-fourth in the average daily income of the people. Education and income go hand in hand — one seldom outruns the other. California has 45 per cent of all the junior college students in America. California gets 46 per cent of every Defense Department research dollar. Look at those close relationships. What we need in Texas is free public education through the junior college level, like California. California has the trained mechanics, trained technicians, and trained engineers; and they get 46 cents of each defense research dollar.

If we seek to raise the economic level of any group, we must first educate them. Education opens the door to prosperity and progress. Our Spanish-speaking people in Texas have looked at that closed door too long. It is time to open it now. That is what I am trying to do with my bilingual education bill.

I know that in your discussion groups and in the addresses by distinguished experts such as Theodore Andersson and Herschel T. Manuel, you have thoroughly covered the field of bilingual education. There is little that I can add, except to say this.

There are exciting possibilities ahead. The benefits of bilingualism accrue both to the minority and to the majority. For so long we have envied the Europeans the geographical accidents which placed them and their many different languages into such close proximity that they simply had to learn to speak two or three. In contrast, we struggled through our one course in Spanish, French or German — taught only in an isolated way as a substantive course in a foreign language and not as living medium by which one expresses oneself.

The things we will learn from our experiments with bilingual education here in the Southwest will be of great importance to the rest of the country, because if our hopes are borne out, we shall develop a whole new way of teaching languages. And such a development can mean a great deal to increasing world understanding.

The need is obvious. The people are ready. But funds to carry out these departures in education are in short supply. That is why I introduced in the U. S. Senate, S. 428, the Bilingual American Education Act. Additional funds are urgently needed, and only the Federal Government can provide financial assistance of a sufficient magnitude.

Upon enactment, my bill would provide money to a school in order to improve the quality of the education which it offers. The money will be used to put to work the new ideas you have been discussing here this week. Bilingual education programs, team teaching. and other new methods could be started. What the schools will be doing with this money is to give to Spanish-speaking students the chance to get as good and as meaningful an education as anyone else in this country.

Other provisions in the bill relate to the creation of an Advisory Committee on the Education of Bilingual Children, summer and full-term teacher training, and research.

The goal of this new education is a child who is completely fluent in both English and Spanish. By doing away with the language barrier we do away with the artificial distinction between Mexican-Americans and Anglo-Americans. For too long there has been mistrust and suspicion. Let us join hands and work together, for through mutual understanding and cooperation comes mutual benefit.

Only with a national program can bilingual education be fully assured. In the United States, education has become a big business, a business that always has many buyers. Learning is an exciting product that should be free to everyone. So far, language has been the only price demanded for the product. But when the language is foreign, then the product is not available. I look forward to bilingualism as the highest bidder and one of the most deserving buyers of the learning product.

THE TIME FOR ACTION IS NOW

Armando Rodriguez
Coordinator, Mexican-American Unit
U. S. Office of Education

The time for action is now — I wonder how many of us deeply engaged in the struggle to create and implement educational and social programs which will strike directly at the heart of the problems of the Mexican-American child have used that term. Too often in the past the words were spoken, but the sound was hollow. Too often we found that what we thought was educational gold and ready for mining turned out to be fool's gold. We found that this program or that project or this idea failed to change materially the educational or the aspirational level of the youngsters, or even more disheartening, failed to lift the hopes of the parents and adults. But, I'm convinced today, that what so often was a mirage and illusion, is no longer. Our time has come — action is already taking place; and I call on all of us here today to take the message of "Let's get with it" back into our communities and to sustain this action until we have completely conquered the educational challenges of our bilingual, bicultural society here in the Southwest.

Why do I make bold rhetoric? What are the signs which give me the basis for such a declaration? The signs can be found in such projects as the one you have been attending during the past three days. For the first time I can see the four vital ingredients necessary for action put together and properly mixed. These four ingredients are: leadership, research, resources, and programs. In the past we have frequently had as many as three of these items working together, but never all four. Now we have them — we can no longer avoid making a frontal thrust on the problem: all the tools necessary are now available.

Let me talk for a moment about leadership. And some of what I will say may sound like a pep rally for Mexican-Americans, but I think it needs to be said and and if I read the title of this Conference, it is one for Mexican-Americans.

Concerning leadership, I'm excited by the increasing number of appointments of men and women with Mexican-American cultural heritage in positions of definite policy and decision making. I'm thinking, of course, about your own Commissioner Albert Pena, Ed Marin in New Mexico, Alex Mecure in Arizona, Albert Cruz with the Agency for International Development, Vincent Ximenes with the Federal Equal Employment Opportunities Commission, Dr. Miguel Montes on the California State Board of Education, and countless others throughout the nation. I see these men joining with others who, for so long, have worked hard to bring about vital programs for the assistance of the Mexican-American. We now have the development of the most significant ingredient in this formula for action — leadership, which with the proper tools, is bringing into sharp focus the needs and desires of Mexican-Americans.

I see now an opportunity for the creation of programs with promise — not what we Mexican-Americans for so long were offered — promise of programs.

I see now for the first time a surge of confidence and cooperation spreading among Mexican-Americans — the most encouraging sign of full acceptance of this relatively new mantle leadership. There still exist deep-seated personality differences and organizational differences, but we find Mexican-Americans for probably the first time concentrating on issues — issues of education, of employment, and of cultural awareness. And let me say to those who may still feel that the key to victory lies in the strength of organizations and personaliies, if a group depends on these methods in this new world of dynamic change for the Mexican-American — it will fall by the wayside. Today's world for us is the world of issues, not the world of personalities and divisive organizations. Mexican-Americans working together who utilize the vehicle of the organization for the development of positive programs directed toward clearly defined issues and with the added impetus of authority and responsibility in leadership positions, can bring a new and fuller level of economic security and educational attainment to all Mexican-Americans. Thus, we shall truly become a full partner in the building of a society so constructed that it offers an environment in which all men can march to their own drum beat — and all those drum beats will resound in a melody of opportunity, richness of life, peace, and hope for all.

When the history of this decade is written, one of the bright spots in what otherwise has largely been a decade of sorrow, confusion and disappointment will be the successful struggle of the Mexican-American up the social, economic and educational ladder using the tools of persuasion and persistence. And while we are talking about leadership, I cannot omit paying tribute to Cesar Chavez, whose perception in clearly defining the issues of the migrant workers and bringing those issues forcefully to the attention of our Nation demonstrates that sensitive and determined leaders can bring about constructive change.

Many of the new programs and resources now available for use in the education of the migrant worker — whether he be in the Southwest and Mexican-American, in the Southeast and largely Negro and Caucasian, or newly arrive in some urban community — resulted from the startling portrayal of the life of the migrant worker as it grew out of the campaigns of Cesar Chavez for decency and justice.

Perhaps a better title for this talk would have been the "New Wind." I'm sure most of you have read the article in the May, 1966, issue of the *Nation*, "New Wind from the Southwest," written by Joan Moore and Ralph Guzman of the Mexican-American Study Project at the University of California at Los Angeles. The article vividly presents the evidence of the rising tide of action taking place in the Mexican-American community: Delano, Albuquerque, the White House Conference, the ending of the passivity of the "invisible minority"—and of the slumbering peon. This is to me another sign of the rise of leadership and the potency of this ingredient in the formula for action now.

This "New Wind" is no gentle zephyr which will caress and cool the brow only to pass away. This "New Wind" is a brisk breeze swirling around and around, gaining momentum; and it is this vigorous movement which will find its way into effective and meaningful avenues and positions of action. This "New Wind" is blowing across the plains of Texas, sweeping over the plateaus of New Mexico, whirling through the arroyos of Arizona, rushing up the valleys of the State of California and dancing in the streets of every city where Mexican-Americans are seeking solutions to their problems. The very fact that we are all here today is solid evidence that this "New Wind" has created an awareness that the time for action is now. Before I leave this area of leadership I want to relate President Johnson's statement on the significance of leadership. The President said upon his arrival at the Conference of Latin-American countries in Punta del Este, "Move boldly along this path and the United States will be at your side." I find hope in those words; I find leadership demonstrated; I find that I need only to back that mandate with programs, resources, and research, and I have a winning combination.

So may I say today — move boldly, move with courage, move with decisiveness, and every effort will be supported.

Concerning the ingredient of research, I need only to mention names like Dr. Julian Samora, Dr. Arturo Cabrera, Dr. Ralph Guzman, Dr. Manuel Guerra, Marcos de Leon and many others, to indicate that much research has been carried on with hundreds of papers and projects dealing with the educational and the cultural needs of the Mexican-American. The literature is abundant and has been for a long time. Let us now combine these ideas, these facts, these recommendations with our other ingredients to make the formula for action complete.

I do want to mention an area where I think additional information can be obtained that is extremely important. We in California, through the State Department of Education upon the request of the State Board of Education, conducted a racial and ethnic survey of our public schools. Over 99 per cent of the school districts participated. The results of that survey, which dealt with pupils, were presented to the State Board of Education at its March meeting. The material obtained from this survey will offer challenges to educators, sociologists, psychologists, and to many other researchers in the field of humanities.

Let me, briefly illustrate what a fertile field of information for research is available. This study shows the racial and ethnic location of pupils by school districts and by schools within school districts. It shows the location of school personnel, both certified and classified, within schools and within school districts, and also the number of members of racial or ethnic minority groups found in positions other than teaching. We found that out of a public school population of 5.2 million, 13.6 per cent were Spanish-surname students, 8.2 per cent were Negro students, and that 75.1 per cent were Caucasions without Spanish surnames. We found that we have 2.1 per cent Orientals, .25 per cent American Indians and .61

per cent of other minorities. We also found, much to the surprise of many people, that in the schools receiving compensatory education funds 65 per cent of the students were of the majority racial and ethnic group. We also found that 21 per cent of the students in these target area schools were Mexican-American. One other interesting point was that while a little over 25 per cent of our students are of minority racial and ethnic identification in our grades K-12, that only 17 per cent of the students in our junior colleges were of that identification.

My point is that we already have the research findings, and we have tools such as a State-wide racial and ethnic survey from which we can obtain more information upon which to base our educational decisions.

California has now provided this additional tool for research in uncovering additional avenues for the development of meaningful instructional approaches. Now is the time for other states to expand their knowledge about the youngsters in their states by equipping themselves with a broader base for determining educational programs which reach deeply into the lives of their students, their parents, and their communities.

Regarding the matter of resources, school administrators and school boards throughout the country are alike in constantly pointing out that if they had the resources—mostly money—that they could confront directly some of these crucial problems of instruction.

We *do* have sufficient resources now to make a significant impact upon these long standing problems.

The most obvious illustration, of course, is the Elementary and Secondary Education Act of 1965. With it, however, there are a whole range of programs and resources coming from our Federal Government designed to provide assistance to state and local school districts and to local communities. The real evidence of the availability of such resources and of the determination of school districts to utilize everything which might assist in developing programs of instruction is found in the creation of a relatively new position in school districts—that of Director of Federal Projects. This position and the development of a person skilled in writing proposals for submission to the Federal Government to obtain funding of particular projects is a clear indication that the resources—both human and financial—are available.

So with means which enable one to operate such projects as Head Start programs, Upward Bound programs, and Follow-Through programs, plus the advantages of all Titles of the E.S.E.A. and the Civil Rights Act of 1964, the ingredients of resources is now clearly present. It is up to school boards and school administrators to mix this ingredient with the others in their plan of action now.

Along with the resources of financial assistance and advisory services which school districts can obtain from both Federal and state governments, the resource of legislation cannot be overlooked. I have been pleased to note that Senator Yarborough has introduced two bills into this session of Congress which, if they become law, will give additional support to the development of programs of action. His S-428, dealing with amendments to the Elementary and Secondary Education Act for purposes of strengthening bilingual projects, and his S-429, which creates a Southwest Human Development Program as an additional part of the Economic Opportunity Act of 1964, are pieces of legislation which demonstrate the presence of leadership and the provision for additional resources for programs of action now.

In California, this year, we have encouragement from a proposed piece of legislation which, if enacted into law, will permit schools to conduct instruction in other than English. Obviously, this will permit school boards and school administrators to develop programs using the language background of the student and working from that base into a communication skill in English.

There is little that can be said about the last ingredient—programs. I have never had the opportunity to make even a statistical count of the volumes of programs neatly bound and stacked on resource shelves in libraries of colleges. It is not the lack of programs that is the weakness. It is the lack of imaginative, bold, sharply-focused programs which drags down the quality of our instructional goals. However, if we put together these other ingredients—leadership, research, and resources—in a proper balance and relationship, programs of meaning and of value will emerge. If this Conference is any criteria, the programs demonstrated here during the past three days point directly toward the fourth ingredient: programs rising to the high levels already being demonstrated by leadership, research and resources.

I want to describe one proposed program which has all the characteristics of what educators today are seeking; innovation, boldness and perceptivity. This refers to the proposal made by Mr. Thomas Braden, past President of the California State Board of Education, in which he raised the concept of a Bilingual Task Force whose responsibility would be to provide school districts with a team of educational specialists, covering all the needs of the youngster in the area of communication skills. These teams would move about the state offering in-service training programs to teachers who were assigned to teach the children in their school district and who needed assistance in overcoming language barriers arising from their cultural background. Although this proposal now lies dormant, it merits a critical evaluation and a pilot operation. Perhaps some of you here today might take this idea and develop it for use in your school system. I offer all the resources at my disposal to assist you in such an undertaking.

Two brief observations need to be made before closing. One is perhaps in the form of a plea, the other a suggestion. If there is any one critical weakness in programs for Mexican-American youngsters, it is in the area of counseling for college. Programs such as Upward Bound are not enough. Last summer 7.3 percent of those participating in that program were Mexican-Americans. But it is not the financial assistance which is most important. The most important thing is the need for intensive encouragement by counselors and teachers of promising and capable Mexican-American youngsters to go to college. It must begin during the junior year in high school and must continue through those critical first two years of college. We are not fulfilling our most important responsibility in education until we identify and intensively counsel these youngsters from homes where emphasis on higher education often is non-existent. Another suggestion should be added—let us get them to choose education as their profession. Until we get more Mexican-American teachers and administrators, we shall always have a serious problem of ethnic emulation and identification.

I am increasingly concerned by the failure of teacher-training institutions to require of the graduates going into public school teaching at least one course dealing with the Mexican-American and one course dealing with the Negro. We may be able to forgive

North Dakota for not having such courses, but how much longer can we forgive California, Texas and many other states, including those heavily urbanized Midwestern and Northeastern states, for this omission. May I suggest that in this area there really is a need for action now.

The tools are ready; the ingredients need only to be mixed into the formula most suitable for the desired goals and objectives. We can no longer stumble and fumble, or as more often has been the case ,throw up our hands and do nothing. We have all the necessary tools now to determine what course of action will best meet the needs of these culturally different youngsters.

If here is any single message coming out of this Conference, it is that educators, school boards, and communities can no longer avert meeting squarely the responsibility for providing instructional programs designed to meet the needs of all segments of a multilingual, multicultural society. Racial isolation may be the burden of the Negro, but the burdens of cultural isolation and rejection can no longer be allowed to bar the Mexican-American from a full partnership in this country's economic, educational, social and cultural benefits. This conference is but one example of our recogizing the seriousness of this double burden. Through the dedication of skilled and sensitive people utilizing all the ingredients now available for an immediate course of action, we shall alleviate and eliminate these constrictions which weaken the democratic fabric of our society.

An observation made long ago by a man who was well equipped to speak for all of us who have walked down the road filled with frustrations and disappointments, Frederick Douglas, at this point seems very appropriate; If there is no struggle, there is no progress.

Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing the ground. They want rain without thunder and lightning. They want the ocean without the roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and never will.

. . . Men may not get what they pay for, but they must certainly pay for all they get.

A PERSONAL STATEMENT

Abelardo B. Delgado

Neighborhood Coordinator, El Paso Juvenile Delinquency Project
El Paso, Texas

My name is Abelardo Delgado. I am here with five friends from El Paso, Texas. I will preface my resolution by saying that much to my disgrace I am here on my own and not representing anyone but myself and my family. What I feel gives me the right to address you is that this Conference was called in the name of the Mexican-American, and certainly I am one. I came here to discuss the educational problems of such, and certainly with seven children I have my share of them. I am not here officially representing my employer or my job, and by speaking out I am certainly laying it on the chopping board.

I am primarily disappointed not to find in the Conference more first-hand presentations of problems by problemed individuals who deserve a chance to share in the solutions; therefore, I dare speak as a lone, uninvited, unscheduled problemed Mexican with a good chunk of future at stake.

First of all to repeat my gripe, I will tell you how my friends and I got here. We each borrowed $25 and here we are; the point being that we are that much interested in this Conference that we laid off two days of work and got in debt to attend it. Why are we interested?

First of all, I am sick and tired of many conferences which are phony and where the so-called experts write a paper to air the problems, filling them with statistics to dazzle all, while my children continue receiving a second-rate education, and I continue under-employed and ill-housed. Many conferences turn out to be a good opportunity for politicians to say a few kind words to the *mejicano* and maybe release handout number 109.

Secondly, and I am truly hoping this is not the case here, most persons walk out of such conferences very satisfied, saying they are going to do something about it soon. What ran through our minds while we drove the 600 or so miles and changed flat tires, was that here is one more *aspirina* for our well-rooted ills and nothing else; and if it is, let us tell the world about it . . . Let them hold conferences and fool each other; but for God's sake, do not hold them in the name of the Mexican-American unless they are going to give him a voice and make him a participant in solving his own problems and not hurt him anymore than he is hurt already by giving him one more tranquilizer.

I have two daughters who talk of nothing else than finishing high school so that they can get a job as sewing machine operators in the local garment factories. Ladies and gentlemen, is that the true challenge for them? Does the State satisfy itself with turning out hundreds of sewing machine operators and bus boys; not that I have anything against either, but is the challenge enough? Unfortunately, whether it is enough or not, it is true and they know that the kind of discrimination they are facing is hidden in a college entrance exam which they know for sure they will not pass.

One more generation and our true identity is really lost—a middle class we cannot reach, ashamed of being Mexicans and sure of not becoming Anglos. Since the theme is education, we propose that if they have been helping us this way, to stop being so kind and let us be drop-outs rather than to lose 12 years of nothing.

As resolutions we hold the following to be of urgent necessity:

1. Let the poor speak out; provide conferences for them, too.
2. Let our cultures be dual if that is what we need to be effective citizens.
3. Educate us for college, and do not let the fact that none of us have any money to go influence the preparation.
4. Pay us well so that we can consider education in its perspective instead of worrying about the rent and the grocery bill.
5. Do not make school a marking-time institution for us by having us take shop or by throwing us into special education because we do not answer the I.Q. tests correctly when they are not for us.
6. Let those laws that so quietly discriminate against us, such as the crime of speaking only English at school, be erased from the books.

7. Do not isolate our education as a problem but bring in the other factors involved, such as health, housing, employment.
8. Do not sit on funds, State or Federal, which would really help us better ourselves, and release those that let the establishment maintain control.
9. Open up the good jobs for the few of us that manage to prepare ourselves for them.
10. Integrate our schools; I don't mean student-wise but teacher-wise. Why must the all Mexican schools have all the bad teachers and bad programs? Why don't we have those who understand our customs and what is going on?

I feel that I have overspent my right to unload my frustrations on you; but like I say, I have no intention of letting you walk out out of here satisfied. And as all good Mexican-American conferences must, I close with the last remark in my own language, no less effective for those who understand it . . .

"Más de nosotros somos imigrantes a esta nación, primera o tercera generación. Decidimos un país para mejorarnos, porque carecía de oportunidades; venimos a éste que profesa ser rico en oportunidades. Mis abuelos y yo no las hemos encontrado . . . Quizas . . . Mañana . . . "

RECOMMENDATIONS AND RESOLUTIONS

The Reverend Henry J. Casso

Episcopal Vicar for Urban Ministry
Archdiocese of San Antonio

Before the resolutions and recommendations are given, it is fitting to recall the objective, as set out in the minds of the planners of this Conference: "We have a bilingual problem in education in the State of Texas and in the Southwest—to be convinced of this on a State-wide basis is, in summary, our objective."

It was felt that, like any problem, solutions and resolutions can never be put forth unless the given problem is sufficiently crystalized and appraised. To help in the crystalization and appraisal, we have attempted to bring some of the best minds on this subject who have most assuredly convinced us through their workings that a serious problem exists and that it exists in sufficient proportion for the whole State to dedicate itself to finding solutions in order that what has been considered a deficit in the past can now be developed into an asset—educationally, economically, culturally, politically, and above all, in the development of human resources for international relations with the 200 million people to the south. In an era when the community especially is totally committed to the understanding of the cultures of our neighbors to the south, we must utilize the means by which these cultures will be known, learned and understood, namely by communication through the same language which we both share.

Throughout the course of these few days, our speakers have developed as a possibility the concept of bilingualism. Bilingualism, as defined by Dr. Severo Gomez, is the development of literacy in two languages by using the child's first language as the medium for learning the reading and writing process. In the State of Texas this first language is Spanish in many instances.

The concept of bilingualism has been offered as a solution to our grave educational problem. It is, my no means, the total solution to our educational ills. It has been offered only as an assistance.

Its application is not intended to be the same in every school, every district and every city. For this reason, great pains have been taken to present for observation and evalation the various applications of bilingualism that are pilot projects throughout our State.

It is hoped that these demonstrations can be but aids in applying the concepts to the specific needs throughout the State.

Finally, Congressman Henry B. Gonzalez, in his address, said: "That in resolve of our problem—there is hope that society will . . . and must . . . find keys to the doors of opportunity, which are now closed, locked and barred. Society must find a way to convert promise into hope and hope into reality." With this in mind, as our contribution to make these hopes realities and to leave on a note of action, the resolution committee presents the following proposals for your adoption:

Recommendations

Two sets of Recommendations were formally presented at the Conference. The recommendations by Mr. Abelardo Delgado have been presented earlier in his personal statement. Mr. Gilbert L. Herrera, Director of Staff Training, Gary Job Corps Center, made the following recommendations:

1. The Texas Education Agency should change its accreditation and curriculum requirements to deal with innovations of educational requirements. (Dr. W. R. Goodson of the Agency indicated that significant action along these lines has been taken.)
2. All data pertaining to bilingual programs should be gathered and sent to all school administrators.
3. Plans should be made as soon as possible to present the bilingual programs to the mid-Winter conference attended by all school administrators.
4. District conferences by teachers involved in bilingual programs should be promoted immediately.
5. Bilingual educational materials should be devised and made available to all school personnel.

As a final recommendation the 700 delegates unanimously issued a mandate to Dr. David W. Darling, Conference Coordinator and member of the Inter-American Educational Center staff, to work for a conference such as this one in New Mexico in his new position as Chairman of the Department of Elementary Education at the University of New Mexico.

Resolutions

I. We (the conferees) endorse the statement of Dr. Severo Gomez, "I am in favor of having everyone literate in English, but also literate in Spanish."

II. We endorse the statements of Governor John B. Connally, "We must create here a bilingual society . . . I am committed to the teaching of Spanish in the second, third, and fourth grades."

III. We endorse the remarks of Dr. J. W. Edgar, Commissioner of Education, Texas Education Agency, ". . . the goals of education for the Mexican-American are (1) a bilingual (Spanish-English) population, (2) a literate population, and (3) full employment opportunity . . . with every out-of-school youth and every adult equipped with a currently saleable occupational skill."

IV. We endorse the outstanding contributions of U. S. Senator Ralph W. Yarborough and U. S. Representative Henry B. Gonzalez in their untiring efforts to better the education of the Mexican-American in Texas and elsewhere.
It is further resolved that we endorse U. S. Senator Ralph W. Yarborough's Senate Bill 428 (which provides funds to develop and carry out new and imaginative elementary and secondary school programs designed to meet the special needs of the Spanish-speaking).

V. We urge the Legislature of the State of Texas to approve and ratify House Bill 719 (making foreign language instruction mandatory in grades two, three, and four) in order to meet the immediate needs of our children; and we urge amending the provisions of this bill to apply to the first grade.

VI. We urge that the Governor of the State of Texas be requested to proclaim English and Spanish as the Official Languages of Texas for the year 1968, in honor of HemisFair '68.

VII. We encourage the continuous evaluation of all existing educational programs in the State of Texas and especially those dealing with bilingual education.

VIII. We urge that Spanish-speaking children who experience academic difficulties be tested in Spanish as well as in English, so as to more accurately determine their potential and their specific needs.

IX. We request the Governor and the Legislature of the State of Texas to enact the necessary permissive legislation allowing the use of bilingual or multi-lingual instruction in the public schools of the State.

X. We urge that teacher education institutions in Texas provide remedial enunciative programs within their respective preparation programs to assure standard and exemplary pronunciation of the English language, especially for those teachers who will eventually be concerned with teaching English to the Mexican-American student.

XI. We endorse pending Texas State Teachers Association legislation in the Texas Legislature to provide a decent living wage for school teachers in Texas. It is imperative that salaries be raised in order to attract and retain the quality of teacher necessary for the educational development of all children in Texas.

XII. We urge that the Federal Government be encouraged to continue and expand programs for the special training of teachers of Mexican-American children. These programs must be developed to meet existing educational needs and must be effective in solving the most pressing existing problems.

XIII. We endorse the creation of a standing Committee or Council, appointed by this Conference and responsible to it, to seek out districts not availing themselves of available funds and assistance and to provide advice and guidance to any such school district wishing to utilize said funds and services.

XIV. We encourage the adoption of revised textbooks on the history of Texas which accurately reflect the role of the Mexican-American in the development of the history of Texas.

XV. We formally request that the Committee on Civil and Human Rights of the National Education Association explore the feasibility of producing a film strip on the contributions of the Mexican-American to the development of the Southwest.

XVI. We officially request of the Texas State Teachers Association that informative articles on educating the Mexican-American be included on a regular basis in TSTA's publication **"Outlook."**

XVII. We officially recognize and express our appreciation for the attention and coverage provided us by the local, State, and national news media.

XVIII. We urge that school districts in Texas be encouraged to hire more teachers of Mexican-American heritage; that these teachers when hired, be assigned to teaching all segments of the community; and that they be promoted in accordance with generally established merit procedures.

XIX. We encourage the Texas Education Agency to hire—whenever possible—persons of Mexican descent.

XX. We endorse the establishment of a procedure whereby representatives from the agencies sponsoring this Conference for the Mexican-American in the near future visit each school district represented at this Conference in order to ascertain the impact of the first Texas Conference for the Mexican-American.

XXI. We, the participants of this, the first Texas Conference for the Mexican-American, endorse the calling of a second Texas Conference for the Mexican-American, in a different locale and at some time prior to the White House Conference on the Mexican-American.

XXII. We urge that miniature conferences for the Mexican-American be hosted by cities, counties, and school districts throughout the State, thereby highlighting interest in the educational problems of the Mexican-American in Texas.

XXIII. We urge that other conferences for the Mexican-American, dealing with economic, political, and cultural opportunities for the Mexican-American, be held as sequels to the first Conference for the Mexican-American.

XXIV. The participants of this, the first Texas Conference for the Mexican-American, officially express their appreciation to the National Education Association for its outstanding contribution to better understanding of the problems of the Mexican-American through its Tucson Survey and through the Tucson Symposium on the Spanish-speaking Child.

XXV. We express appreciation and thanks to the Inter-American Educational Center, the Southwest Educational Development Laboratory, and the Texas Education Agency for sponsoring this First Texas Conference for the Mexican-American. We also express thanks to State Senator Joe J. Bernal for his leadership as Chairman of the Planning Committee, to all members of the Planning Committee, and to all speakers and participants.

Upon a motion by Dr. Theodore Andersson of the University of Texas, seconded by Mrs. Adolfo Barrera of Benavides, Texas, these Resolutions were unanimously approved by a voice vote of the Conferees.

LANGUAGE DEVELOPMENT FOR SPANISH-SPEAKING

San Antonio Independent School District
San Antonio, Texas

The project's primary purpose is to study means of developing facility in oral English as a second language. The "Concept of Self Using Basic English," "Science, A Process Approach," and "Social Studies for Intercultural Understanding" are used as the basic references for developing lesson plans. Each participating pupil is assigned to one of three different groups: Oral-Aural English (OAE), Oral-Aural Spanish (OAS), or No Oral-Aural techniques (NOA). Each class receives 30 minutes of instruction in the morning and again in the afternoon.

During instruction basic sentence structures are modeled by the teacher, then practiced orally by individuals, small groups, and the entire group. The pupils are pre- and post-tested to determine development.

The project lists the following among its accomplishments:

1. The project has been accepted and actively supported by the administration, principals, and teachers of San Antonio Independent School District.
2. Growth and expansion of classes has clearly demonstrated enthusiasm for the project.
3. Children have gained confidence and poise and are no longer afraid to "take part."

At the Conference the Project was demonstrated via a combination of television and live instruction. The live teaching showed innovative teaching methods with basic linguistic forms of oral English. The television production, pre-recorded on video-tape, demonstrated a variety of techniques, including teaching for improved self-identity, vocabulary through concrete models, and teaching about and through the five senses.

All comments following the demonstration were highly enthusiastic, and the consensus of participants indicated that here is a breakthrough in bilingual teaching.

Approximately 120 persons viewed the demonstration which centered on instruction at grades one through three.

The project was demonstrated by Nick Garza, principal of J. T. Brackenridge Elementary School; Hercilia Toscano, Multi-School Teacher, San Antonio Independent School District; and Dr. Thomas D. Horn of the University of Texas.

BILINGUAL EDUCATION PROGRAM

United Consolidated School District
Laredo, Texas

The objectives of the Bilingual Program are: (1) to enable *all* pupils in grades one through three, and later four through six, to gain skill in understanding speaking, reading, and writing both English and Spanish; (2) to cultivate in *all* pupils a pride in their mother tongue (English, Spanish, etc.) and in the culture it (the language) represents, and a respect for the second language and its culture; and (3) to enable students of all cutural and linguistic backgrounds to achieve normally from the beginning of their school experiences.

The teachers use both the mother tongue and the second language while teaching. The Bilingual Program encompasses all subject areas: language arts (both Spanish and English), social studies, health, safety, mathematics, science, art, music, and physical education. Teachers and pupils teach and learn the content in both languages. This naturally, requires that the teachers be bilingual.

Grades one, two, and three of the Bilingual Education Program were demonstrated by the teachers and 15 pupils. Instruction in both English and Spanish was demonstrated.

Each project class had an equal number of English, Spanish and bilingual speakers. The teachers showed the teaching of reading English, using both English and Spanish as the languages of instruction. Reading of Spanish was taught using both languages. By using English and Spanish during the demonstration it was shown that the language of instruction could vary during a lesson, and such switching actually contributed to learning rather than causing confusion.

Each of the three teachers demonstrated a different grade level. The overhead projector was used to provide visibility for the observers. The bilingual competence of the third graders showed clearly the growth and effectiveness of the Program.

This demonstration was extremely popular as evidenced by the number of observers, the informal discussions following each demonstration, and the general evaluations of the Conference. The observers were extremely attentive and responsive and indicated a strong interest in further study and observation of the Program. The length of the demonstration did not permit extensive question and answer sessions.

The instruction was demonstrated to some 200 interested observers.

The demonstration was presented by Harold Brantley, Superintendent; Victor Cruz-Aedo, Supervisor; and Olga Bordelon, Dolores Earles, and Guadalupe Cavazos, all teachers.

SPANISH-TO-ENGLISH LANGUAGE INSTRUCTION

Edinburg Consolidated Independent School District
Edinburg, Texas

The language arts program is designed to capitalize on the Spanish language readiness of Spanish-speaking pupils, to improve the pupils' speaking ability, to develop self-confidence, and to help the pupils to be successful in school.

Special teachers are employed to travel from school to school teaching reading, writing, and speaking Spanish to Spanish-speaking pupils. The pupils receive 30 minutes of instruction each day from the specialists. Most of the instructional materials are obtained from Mexico or are produced by the teachers. The curriculum is similar to one in Mexico called "Metodo Onomatopeyico" (Sounds Heard in Nature).

The program is in its first stages of development, and it is too early for rigorous testing and evaluation.

The demonstration was a slide presentation of the remedial-reading program and an oral explanation of the Spanish program in which an itinerant teacher specialist is employed. Included was a rationale for the program, a description of the learner, the kinds of activities and materials necessary and available, and some of the special problems posed by such a project.

A program to strengthen the regular first grade curriculum of the Spanish-speaking child by introducing reading readiness experiences in his mother tongue, Spanish, for short periods of the day was also demonstrated. These early meaningful experiences in Spanish develop an awareness for language, not yet possible in English, which helps bridge the gap in mastering a foreign language (English).

Observation made and questions raised by participants centered on such topics as library materials, selection and withdrawal of students from the remedial program, instruction of Spanish to speakers of English, the acquisition of teaching materials, the development of the self-oncept, the correlation of the Spanish program with the regular English language curriculum, the possibility of extending remedial work into the secondary level, and the orientation of regular classroom teachers to these special programs.

The program was demonstrated to some 70 persons by Sam Evins, Director of Personnel; and Chris Darnall and Imelda Guerra, teachers.

LANGUAGE TEACHING AND TRAINING

El Paso Independent School District
El Paso, Texas

The Project is a pilot in bilingual education for Spanish-speaking children and inservice education for their teachers. The program utilizes a language laboratory and innovational approaches.

The goals for the children are fluency in a standard dialect of English, literacy in English and Spanish, improved grades and test scroes, and easy participation in both English-and-Spanish-speaking cultures.

Currently the program involves first grade pupils and their teachers. Instruction focuses on the teaching of English and Spanish. In the mornings the pupils are taught from the Miami Linguistic Readers with audio-lingual techniques. Later they are transported to the language laboratory for intensive oral English practice. In the afternoon the pupils study science and social studies from texts written in Spanish. The pupils are also instructed in reading and writing in Spanish using special "Organic Spanish" techniques.

Testing results which should begin to establish some basis for evaluation, were due to be available in the summer of 1967.

The demonstration at the Conference was an articulated-audio-media-lecture presentation. The utilization of the Miami Linguistic materials, the pupils performing in the language laboratory, and the teacher training program were all shown and discussed.

The discussion following the demonstration centered on evaluation and testing, selection of pupils, class size, techniques for individualizing instruction, follow-up activities, use of travel time to and from the language center, materials for pupils and teachers, inservice training, parental reactions, and funding.

This Project was demonstrated to some 95 persons by Mrs. Marie Esman Barker, Special Project Director.

ENGLISH LANGUAGE INSTRUCTION VIA CLOSED-CIRCUIT TELEVISION

Edgewood Independent School District
San Antonio, Texas

The lesson selected for demonstration was a portion of a three-part series designed to be presented on a closed-circuit television to improve the speech and language skills of Spanish-speaking, culturally-disadvantaged pupils at the first grade level. The project also proposes to assist the classroom teacher in developing skills in teaching speech and language to children.

The programs consist of three separate television series. Each program is 20 minutes. One series (30 programs) teaches language skills; one series (30 programs) teaches speech skills; and the third (20 programs) is an in-service series for the teachers.

Each lesson of the language series teaches a perceptual or abstract concept and the lexical (vocabulary) and/or structural aspects of language related to the concept.

The content of the in-service series deals with the language process in man, the development of language — concepts and structure—and methods of teaching language to children.

The pupils have been pre-tested, with control and experimental groups designated. The post-testing had not begun at the time of writing.

Edgewood is teaching a number of other courses via closed-circuit television.

The demonstration was presented via closed-circuit television. The video-tape was prepared in the Edgewood production studio. The demonstration showed: (1) the video taping of a first grade language lesson and the supporting technical equipment and procedures, (2) the preparation of a lesson by the television teacher and her team of consultants, and (3) an evaluation of closed-circuit television teaching by the subject coordinators. This was followed by a question-and-answer period led by the Television Coordinator.

Questions from participants focused on such areas as the effectiveness of television for reading readiness, testing, scheduling of lessons, college preparations programs for students, advantages and disadvantages of local production of tapes, the Coordinator's role, high school student technical help, characteristics of the pupil population, and follow-up instruction by the classroom.

The project was demonstrated to some 100 observers by H. H. Bobele, Television Coordinator; Sister Mary Arthur Carrow, Our Lady of the Lake College, Language Consultant; and Earle Bolton, June Gueringer and Lizette O'Conner, coordinators.

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN

Texas Education Agency, McAllen Independent School District, and Pharr-San Juan Independent School District

The project was initiated in September of 1963 by providing more than the usual compliment of teachers in five pilot schools. Five schools were added to the Project for the second year. Five additional schools came into the Project in 1965, and additional funding was provided through the Economic Opportunity Act.

The migrant schools operate for about the same number of clock hours per year as other schools. The migrant schools have a six-month program with a longer school day and fewer holidays. Additional teachers, more supportive services and corrective personnel are provided to make the concentrated school year more effective.

The objectives for the migrant schools are the same as for other schools but with a greater emphasis on health, social and psychosocial needs. Language facility and concept development are also stressed.

Initial evaluation indicated that after participation in the program for one year, the migrant pupils had made gains in academic growth and social adjustment comparable to those made by children in the regular nine-month school program.

The Conference demonstration consisted of a discussion of the role of the Texas Education Agency in the education of migrant children by Earl Martin, Director of Migrant Education. This was followed by the presentation of two contracting plans for organizing schools for migrant pupils. A. E. Garcia of the McAllen Independent School District discussed the special school for the migrants where migrant pupils from within the districts are transported to a central school which is operated solely for the migrants. Elements of the McAllen project were demonstrated with slide film by Miss Eustolia Perez. Augusto Guerra of the Pharr-San Juan Independent School District discussed the plan where the migrants are taught in their neighborhoods but receive a special migrant program.

Observations made and questions raised by participants concerned the selection of pupils for the program.

The project was demonstrated to some 56 observers.

LEARNING LABORATORY FOR THE SPANISH-SPEAKING CHILD

Edinburg Independent School District
Edinburg, Texas

The goal of the project is to provide a program using the latest techniques, methods, and materials in the instruction of the Spanish-speaking child.

Each laboratory is a self-contained unit designed to house 48 pupils, one media specialist, three teachers, and one teacher-aide. The staff is under a director who has additional responsibilities in the district. The laboratory is used for program development, in-service education, and teacher education.

The laboratory contains tape recorders, a language laboratory, closed-circuit television, published visual aids and teacher-made materials. The instructional program is built on the idea that a child cannot learn a second language if he has an inadquate experiential background; therefore, all activity in the laboratory is designed to provide the pupil with the experiences to carry a second language.

Language training grows out of the experience activities. Language patterns stressing individual participation are employed, as are repetitive patterns modeled by the eacher. Instructional materials are generally from the State-adopted list, but they are adapted for use in the laboratory.

The demonstration was presented on closed-circuit television, the program having been developed especially for the Conference. The video tape demonstrated the teaching of English as a second language to non-English-speaking beginners, utilizing the exemplary methods, materials, and media contained in the laboratory. The demonstration showed the integrated use of prepared slides articulated with audio tapes, the language laboratory, closed-circuit television, and the like. Utilization of television to bring the learning laboratory to the Conference electronically was most effective.

The program was demonstrated to some 50 persons by Sam Evins, Director of Personnel; Tommy McAffe, Media Specialist; and Vicki Yazak, teacher.

CORRECTIVE INSTRUCTION IN ENGLISH PRONUNCIATION

Jefferson High School, El Paso, Independent School District
El Paso, Texas

Speech X (Corrective Instruction in English Pronunciation) is a scheduled class offered at Jefferson High School. Only those students who communicate freely in English are considered for the course. Enrollment is open to seniors. Admission to the course is granted only after an individual interview with a counselor, provided that other criteria for admission have been satisfied.

The purpose of the course is to produce students "whose mastery of English (the vernacular) is so deceptively normal that it is taken for granted."

The basic teaching technique employed is "relentless pressure." This is an intense pressure, but one tempered with levity rather than hostility.

The course includes three interrelated parts. The first part concerns a comparison of Spanish-English phonology, comparing the letters and sounds of the two languages. The International Phonetic Alphabet (IPA) is used to provide a common letter and sound system. Part two stresses usage and idiom as revealed in structure and patterning. Pupils are taught word placement and to use phrases that taken literally would be meaningless or misleading or that have no Spanish translation equivalent. The third portion of the course teaches rhythm, accentual patterns, pitch, intonation, and juncture (proper pauses between words or phrases).

The instructors demonstration, using two of his former students, laid stress on the use of the vernacular drawing upon linguitic concepts and illustrated the "incessant pressure" technique. The demonstration demanded high student involvement, and humor was interspersed to alleviate the tensions. The instructor used the chalkboard to illustrate contrasting sounds and pinpointed many specific areas of speech difficulty for persons adding English to their Spanish-speaking facility.

Questions posed during the demonstration tended to center on the sounds that are difficult to produce when transfering from Spanish to English. A very high degree of audience interest was evident.

The project was demonstrated to some 200 observers by James Burton, Chairman of the Social Studies Department, Jefferson High School, El Paso, Texas; and two of his former students, Daniel Anchondo and Leo Rojas.

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